
LOMA LINDA UNIVERSITY
MASTER OF SOCIAL WORK
STUDENT HANDBOOK



LOMA LINDA
UNIVERSITY

Circumstances will require that the policies, procedures, rules, and benefits described in this Handbook are updated from time to time as the University, School or Department deems necessary or appropriate.

2025-2026 Academic Year

LOMA LINDA UNIVERSITY

STUDENT CONTRACT OF PROFESSIONAL PERFORMANCE

Upon admission to the Master of Social Work (MSW) Program, students must read and sign the following contract, indicating that they have read and understand the MSW Program Academic and Professional Advancement Policy and the National Association of Social Workers (NASW) Code of Ethics (NASW Code is available in Canvas).

I, _____ agree to the following contract:

1. I have read and understand the MSW Program Academic and Professional Advancement Policy, and the NASW Professional Code of Ethics and agree to adhere to the same in all my University-related activities and interactions with faculty, staff, peers, practicum personnel, and other members of the University community.
2. To continue my professional development through continuous self-assessment of my academic and personal aptitude and performance.
3. To continue my professional development through regular faculty assessment of my academic and professional aptitude and performance.
4. I understand that my faculty advisor will discuss my progress in the MSW Program with the Department Chairperson, Program Director, and members of the Academic Standards Committee as deemed necessary.

Further, I understand that although I am admitted to the MSW Program, my continued enrollment in the Program is contingent upon my academic and professional performance. If the Program's Academic Standards Committee does not deem my academic and professional performance satisfactory, the MSW Program has the right and responsibility to request an assessment of my suitability for the Program.

I understand that the Social Work and Social Ecology Faculty, in turn, will provide academic instruction and professional advising as outlined by the University and Council on Social Work Education (CSWE) accreditation standards for graduate social work education to assist with the learning and professional development process.

Further, I understand that circumstances will undoubtedly require that the policies, procedures, rules, and benefits described in this Handbook are updated from time to time as the University, School or Department deems necessary or appropriate.

Student: _____

Date: _____

TO BE RETURNED TO THE DEPARTMENT OF SOCIAL WORK AND SOCIAL ECOLOGY

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MESSAGE FROM THE DEPARTMENT CHAIRPERSON

On behalf of the University and program faculty, it is my great pleasure to welcome you to Loma Linda University. We invite you to take an active part in the Program and the opportunities for achieving professional excellence that the community of Loma Linda University provides.

The MSW Program is fully accredited by the Council on Social Work Education to provide graduate level social work education.

The faculty and staff look forward to working with you to support a successful academic experience.



Beverly J. Buckles, DSW
Chairperson

LOMA LINDA UNIVERSITY

Loma Linda University (LLU) is a health-science institution located in the Inland Empire of Southern California. The University is part of the Seventh-day Adventist system of higher education. The Schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy, Public Health, Religion, and Behavioral Health offer professional curricula. LLU is accredited by the Western Association of Schools and Colleges (WASC) and professional programs are approved by their respective accrediting organizations.

As implied by its motto, "TO MAKE MAN WHOLE," the University affirms the following tenets as central to its view of education: (a) God is the creator and sustainer of the universe; (b) Mankind's fullest development entails a growing understanding of the individual in relation to both God and society; and (c) The quest for truth and professional expertise in an environment permeated by values, benefits the individual and society by advancing the ministry of the Seventh-day Adventist church. As such, the mission of LLU is to further the teaching and healing ministry of Jesus Christ TO MAKE MAN WHOLE by:

Educating ethical and proficient Christian health professionals and scholars through instruction, role modeling, and service learning.

Expanding human knowledge and its application to health and disease through basic and applied research in the biological and behavioral sciences.

Providing comprehensive, competent, and compassionate health care for the whole person through active engagement of faculty, students, and alumni.

SCHOOL OF BEHAVIORAL HEALTH

The Department of Social Work and Social Ecology operates under the administrative structure of the University's School of Behavioral Health (SBH). Under the auspices of the SBH, the essential concern of both faculty and students is the quest for meaning. Because this quest is served by knowledge, graduate students achieve both broad and detailed mastery of their area of study and participate with the faculty in the processes by which knowledge is augmented. The SBH attempts to create an environment favorable to the pursuit of knowledge and meaning through the following objectives:

1. Making available to graduate students who wish to study in a Seventh-day Adventist Christian setting the education necessary for scholarly careers in the behavioral health professions;
2. Encouraging development of independent judgment, mastery of research techniques, and scholarly communication; and
3. Relating intellectual achievement to the service of humanity.

FACULTY AND STAFF DIRECTORY

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Field Practicum Support
Federal Work Study
ELC
Graduation

THE MASTER OF SOCIAL WORK

MISSION STATEMENT

The mission of the Master of Social Work Program at Loma Linda University is to cultivate compassionate, ethical, and skilled advanced clinical social work practitioners who can effectively promote diversity, combat systemic racism and oppression, and advance intersectional justice while serving in advanced clinical roles within behavioral health systems, institutions, agencies, and underserved communities.

PROGRAM GOALS

1. Instill in students the knowledge, ethics, values, and skills expected of professional social workers.
2. Engage students in critical self-reflection and self-assessment to minimize the influence of bias, power, and privilege in the advancement of human rights and social, racial, economic, and environmental justice in local, national, and globally influenced settings.
3. Equip students to integrate research and practice for advancing the profession of social work.
4. Prepare students to be advanced clinical social work practitioners who engage in anti-racist and anti-oppressive practices when working with diverse populations in behavioral health systems, institutions, agencies, and underserved communities.
5. Transition graduates into professional roles with a commitment to lifelong learning.

PROGRAM CORE COMPETENCIES AND MEASURED BEHAVIORS

Generalist Practice Competency Descriptions and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behaviors - Generalist Practice

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission,

Generalist Practice Behaviors:

1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes; and

4. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment Justice – Generalist Practice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Generalist Practice Behaviors:

1. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice – Generalist Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Generalist Practice Behaviors:

1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice – Generalist Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to

practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Generalist Practice Behaviors:

1. Apply research findings to inform and improve practice, policy, and programs; and
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice – Generalist Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Generalist Practice Behaviors:

1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities – Generalist Practice

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Generalist Practice Behaviors:

1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities – Generalist Practice

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Generalist Practice Behaviors:

1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities – Generalist Practice

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Generalist Practice Behaviors:

1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities – Generalist Practice

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Generalist Practice Behaviors:

1. Select and use culturally responsive methods for evaluation of outcomes; and

2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Clinical Practice Competency Descriptions and Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behaviors - Clinical Practice specialization

Practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment, the strengths perspectives, the use of evidenced-based practice, professional use of self with clients, along with adherence to ethical clinical guidelines of professional behavior. Practitioners in clinical social work recognize their role on inter-professional teams in practice and the ethical use of technology tools for clinical social work practice. Practitioners in clinical social work understand and apply ethical standards, modeling ethical use of treatment modalities in practice (copied from the CSWE training example).

Clinical Practice specialization Practice Behaviors:

1. Presents as a social work professional (e.g., dress, self-management, professional language, communications, behaviors)
2. Demonstrate professional use of self with client;
3. Identify professional strengths, limitations and challenges;
4. Demonstrate their role on inter-professional teams in practice;
5. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives;
6. Use technology tools ethically for clinical social work practice; and
7. Demonstrate ethical use of clinical modalities in practice.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environment Justice – Clinical Practice specialization

Practitioners in clinical social work demonstrate a deep understanding and application of social justice principles, acknowledging the inherent human rights of every individual irrespective of societal position. Going beyond mental health support and intervention, clinical social workers possess extensive knowledge of historical and intersecting injustices, such as oppression and racism, and are committed to addressing these issues within their practice. They actively recognize the adverse effects of oppressive structural barriers and advocate for strategies that dismantle these obstacles, striving for the equitable distribution of social resources, rights, and responsibilities. Through their dedication, clinical social workers safeguard civil, political, economic, social, and cultural human rights. By actively working towards eliminating barriers and promoting equity, they integrate social, racial, economic, and environmental justice into their practice, thereby empowering and nurturing the well-being of their clients through their unwavering respect for human rights.

Clinical Practice specialization Practice Behaviors:

1. Actively work to protect civil, political, economic, social, and cultural human rights for their clients;
2. Assess, intervene, and advocate for clients in ways that promote social, racial, economic, and environmental justice;
3. Advocate for interventions that dismantle oppressive structural barriers and promote the equitable distribution of social resources, rights, and responsibilities;
4. Actively engage in inter- and intra-professional relationships that contribute to systemic change and advocacy at the individual and broader systems levels; and
5. Provide inclusive care, respecting the dignity and unique needs of individuals from diverse backgrounds.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice – Clinical Practice specialization

Clinical social workers possess an advanced understanding of how racism and oppression shape human experiences across individual, family, group, organizational, community, and policy domains. They actively engage in anti-racist practice, recognizing the pervasive impact of privilege and oppression. Clinical social workers grasp the influence of diversity and intersectionality on identity development, equity, and inclusion, considering factors such as age, class, culture, disability, ethnicity, gender, nationality, immigration status, race, religion, and sexual orientation and gender identity. They comprehend the societal and historical roots of social and racial injustices, as well as the mechanisms of oppression and discrimination. Furthermore, they embrace cultural humility and acknowledge how a culture's structures and values create privilege and power, leading to systemic oppression. Through this advanced understanding, clinical social workers are self-reflective, address power dynamics, promote social justice, and actively contribute to transformative change in their professional roles and the communities they serve.

Clinical Practice specialization Practice Behaviors:

1. Actively engage in anti-racist clinical practice, acknowledging and addressing the pervasive impact of privilege and oppression;
2. Use a cultural humility framework in their clinical work as evidenced by openness, respect, and a willingness to learn from diverse perspectives;
3. Continuously examine their own biases, privileges, and positions of power, and work to create equitable and empowering relationships with their clients; and
4. Provide culturally responsive treatments, respecting the dignity and unique needs of individuals from diverse backgrounds.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice – Clinical Practice specialization

Social workers actively utilize research to inform their clinical decision-making processes, evaluating current empirical research and engaging in advanced clinical research practices. This includes assessing treatment outcomes, ensuring quality assurance, and conducting program evaluations, all approached from an anti-racist and anti-oppressive perspective. They integrate the knowledge, experiences, and perspectives gained through direct engagement with clients, communities, and systems to shape their research endeavors, thereby contributing to the ongoing development and enhancement of social work interventions, policies, and programs. Additionally, clinical social workers effectively communicate research findings to diverse audiences, recognizing the value of evidence from a range of interprofessional and diverse research sources. By integrating these competencies, clinical social workers actively contribute to knowledge building, evidence-based practice, and the overall improvement of client outcomes.

Clinical Practice specialization Practice Behaviors:

1. Consistently seek and evaluate current empirical research to inform their clinical practice and ensure that their interventions are evidence-based;
2. Engage in advanced clinical research practices, including assessing treatment outcomes, ensuring quality assurance, and conducting program evaluations while employing rigorous research methodologies and ethical considerations in these endeavors;
3. Critically examine research designs, results, and conclusions to identify and address any inherent biases or oppressive elements;

4. Draw upon their knowledge, experiences, and insights gained from direct engagement with clients, communities, and systems to shape their use of research. in ways that are relevant and meaningful to clinical social work practice; and
5. Adapt their communication strategies ensuring that clinical research findings are accessible and applicable to various stakeholders, including clients, colleagues, policymakers, and other professionals.

Competency 5: Engage in Policy Practice – Clinical Practice specialization

Social workers identify and advocate for social policy reform at local, state, federal, and global levels to enhance access to and delivery of clinical services, promoting well-being, human rights, and justice in all areas. They identify and address historical, social, racial, cultural, economic, organizational, environmental, and global influences on social policy and clinical care, employing a rights-based, anti-oppressive, and anti-racist lens. Social workers engage in clinically informed policy formulation, analysis, implementation, and evaluation, collaborating with individuals, families, groups, organizations, and communities. Through proactively advocating for anti-racist and anti-oppressive policy practice, they strive to effect change in clinical settings, contributing to a more equitable and inclusive society.

Clinical Practice specialization Practice Behaviors:

1. Exert efforts to drive transformative change within clinical settings that contribute to equity and inclusivity.
2. Utilize a social justice, anti-racist, and anti-oppressive perspective to evaluate how social welfare policies impact the accessibility and delivery of clinical services; and
3. Utilize clinically informed critical thinking to recommend policies that promote human rights, social justice, and equitable access to clinical services.

Competency 6: Engage with Individuals – Clinical Practice specialization

Social workers employ effective engagement strategies in their clinical practice, utilizing advanced clinical theories to navigate the complex dynamics with individuals. They prioritize self-reflection to address biases, power dynamics, privileges, personal values, and experiences that may influence their interactions with diverse clients. By embracing interprofessional collaboration, clinical social workers facilitate meaningful engagement with clients, constituents, and other professionals, promoting a wholistic approach to client care that supports positive outcomes.

Clinical Practice specialization Practice Behaviors:

1. Use advanced developmental, systems, and clinical practice theories to engage clients and constituents in the promotion positive goal attainment; and
2. Actively create inclusive and supportive clinical environments by employing empathy, reflection, and appropriate use of self to engage clients in culturally responsive interactions.

Competency 7: Assess Individuals – Clinical Practice specialization

Clinical social workers, apply specialized knowledge and skills to conduct comprehensive assessments that inform the delivery of effective interventions. Further, they draw on developmental, systems, and clinical practice theories in conducting culturally responsive assessments with diverse clients and constituents. Through a collaborative process with clients and constituents, social workers use assessment data to define challenges, identify strengths, and develop mutually agreed-upon intervention plans. They consider the larger practice context and engage in interprofessional collaboration as needed, while remaining self-reflective and aware of biases, power dynamics, privilege, and personal values that may influence the assessment process and decision-making.

Clinical Practice specialization Practice Behaviors:

1. Conduct comprehensive clinical assessments by completing thorough assessment reports, utilizing appropriate assessment tools and techniques that adhere to professional clinical and social work standards and guidelines.
2. Apply specialized knowledge and theories to their clinical assessment practices, incorporating feedback from clients and colleagues to ensure the cultural sensitivity of the assessments.
3. Effectively utilize assessment data to inform the development of clinical intervention plans.

Competency 8: Intervene with Individuals – Clinical Practice specialization

Clinical social workers recognize that clinical intervention is an ongoing and integral component of advanced social work practice. They possess a deep understanding of developmental, systems, and clinical practice theories which provides the framework for the selection of culturally responsive evidence-based interventions with individuals. Drawing on their clinical practice abilities, they tailor interventions to meet the unique needs of their clients, by skillfully identifying, analyzing, and implementing evidence-informed approaches supported by the latest research and best practices. Through active engagement in interprofessional collaboration, they work alongside other professionals to achieve client goals using a coordinated and wholistic approach. Additionally, they facilitate effective transitions and endings, ensuring smooth and well-supported processes with clients and constituents.

Clinical Practice specialization Practice Behaviors:

1. Apply relevant developmental, systems, and clinical practice theories effectively when working with individuals.
2. Skillfully analyze evidence-informed approaches for integration into practice utilizing the latest research and best practices to guide decision-making and intervention strategies.
3. Consistently implement culturally responsive evidence-based interventions that align with the unique needs of clients.
4. Actively engage in collaborative efforts with other professionals, fostering interprofessional teamwork and coordination to achieve client goals.
5. Facilitate effective transitions and endings, ensuring smooth and well-supported processes with clients and constituents.

Competency 9: Evaluate Practice with Individuals – Clinical Practice specialization

Clinical social workers recognize that evaluation is integral to their work with diverse individuals. They assess processes and outcomes, aiming to improve service delivery and facilitate goal achievement. With a commitment to equity and all areas of justice, they use appropriate evaluation techniques that are culturally appropriate and sensitive to the needs of the populations they serve. Drawing on research methodologies and clinical practice theories, they critically evaluate outcomes and identify areas for improvement. By utilizing qualitative and quantitative methods, they gather data to evaluate their clinical practice and make informed decisions for the betterment of their clients.

Clinical Practice specialization Practice Behaviors:

1. Consistently assess clinical practice outcomes, utilizing appropriate research informed designs and evaluation techniques that are culturally sensitive and aligned with the needs of diverse individuals.
2. Proactively identify areas for improvement in service delivery by critically evaluating outcomes, drawing on research methodologies and clinical practice theories, and implementing evidence-based interventions and change strategies based on evaluation findings.

ADMISSION PROCEDURES AND PROCESSES

NON-DISCRIMINATION IN ADMISSIONS

As representatives of the University, the School of Behavioral Health, Department of Social Work and Social Ecology, and the MSW Program, there are expectations of students, faculty, and staff in the areas of conduct and behavior while they on campus or involved in Program, Department, School, or University activities. Following University policies, the School, Department, and Program do not discriminate on the basis of age, race, ethnicity, disability and ability, potentially stigmatizing health conditions (e.g., obesity), gender, gender identity and expression, sexual orientation, economic status, marital status, tribal sovereign status, immigration status, political ideology, nor religion/spirituality. The enrollment of students in School programs is not conditioned on political or sexual orientation; in these areas the school's policy is directed towards conduct or disruptive behavior, not orientation. In support of this position, we expect our students, faculty, and staff to demonstrate unwavering respect for the diversity of others and interact with integrity, never forgetting the standards that guide professional actions. Further, we expect all programs, through their faculty, to develop competent, compassionate, ethical professionals who possess the knowledge, skills, and values necessary for a life dedicated to service to all those in need regardless of their lifestyles.

APPLICATION PROCEDURE

Potential MSW applicants may receive general admissions information from the School of Behavioral Health Office of Admissions. Applicants should direct requests for specific information about the MSW Program to the Department of Social Work and Social Ecology's Admissions Office. Applicants must submit a completed application, including a personal statement, application fee, all college and/or university transcripts, and three letters of recommendation (including at least one from an academic source, one from a work or previous practicum supervisor, and a final recommendation from another professional—not a family member or friend). Applications must be completed online. The School of Behavioral Health Office of Admissions informs all applicants when their files are complete or if additional information is required. The Department's Admissions Office reviews all completed applicant files and then coordinates contacting all qualified candidates for an admission interview. A description of LLU's admission policies can be found on the [LLU Admission Policies and Information web page](#).

ADMISSIONS DECISION MAKING

Graduate social work education programs are accountable to the profession to prepare individuals for competent, compassionate, and ethical practice. This charge carries with it a responsibility for what is known as "gate keeping," or the process of selecting, admitting, progressing, and graduating individuals who are suitable for participating in and advancing professional social work practice. In support of this view, the courts consider graduate professional education a privilege and not a constitutional or property right.

Admission into the MSW Program is based upon an evaluation of an applicant's suitability for professional social work practice and their potential for successful completion of required coursework. As such, this screening includes an evaluation of an applicant's fit with social work values and their academic

potential as measured through the School of Behavioral Health and Department of Social Work and Social Ecology's criteria for admission.

ADMISSIONS CRITERIA

Admission requirements for both the main campus and online MSW Program include the following:

1. A baccalaureate degree from an accredited college or university.
2. US citizenship.
3. The MSW curriculum is built on a liberal arts perspective. Individual applicants whose undergraduate degree does not reflect this perspective may be asked to enroll in additional courses.
4. Applicants must submit a completed application, including a personal statement; application fee; all college and/or university transcripts; and at least three letters of recommendation, preferably one of which is from an academic source and one from a work supervisor.
5. Students enrolled in the online program must commit to one full weekday (Monday-Friday) of practicum each week. Weekend and after-hour options are not available.
6. Applicants must meet the minimum academic and professional compatibility criteria established by the Program. These criteria include:
 - A cumulative undergraduate grade point average of 3.0 or above (on a 4.0 scale). Applicants with lower grade point averages will be considered if the last 45 quarter credits (30 semester units) of non-field practica coursework shows significant improvement or if they have additional attributes that demonstrate preparedness and an appropriate fit for graduate social work education. Further consideration will also be given to individuals who provide evidence of additional graduate coursework, certifications, and/or training that illustrate preliminary preparation for a career in social work. Students who are admitted to the Social Work Program with a cumulative G.P.A. below 3.0 may be required to participate in individualized academic assessment and a targeted learning assistance program.
 - Demonstration, through the application and interview processes, compatibility with the profession of social work, ability to develop and nurture interpersonal relationships, communication skills, self-awareness, professional comportment, critical thinking skills, fit with the mission and values of Loma Linda University and the Department of Social Work and Social Ecology, and the capacity to successfully complete the Master of Social Work curriculum. Interview content and process may vary based on integration agreements with CSWE accredited B.S.W. programs.

ADMISSION CLASSIFICATIONS

Regular Status: Granted to applicants who meet admission criteria.

Denied Status: Given to applicants who do not meet admission criteria.

NOTIFICATION OF ACCEPTANCE

The Department's Admissions Committee forwards recommendations of regular or denied status to the Dean of the School of Behavioral Health for confirmation. All applicants are notified by the Dean's office of their admissions status through the University's electronic portal via email. Accepted applicants are required to use the University's Online Confirmation System to acknowledge their intention to enroll in the Program. This final step helps to assure that registration documents are in order when students are ready to enroll in courses.

TRANSFER CREDITS

Transfer students who have taken courses in an MSW Program accredited by the Council on Social Work Education may transfer up to 20% of the 78 units required for the MSW degree at LLU. The 20% transfer of units is limited to credits THAT HAVE NOT ALREADY BEEN APPLIED TO A DEGREE and for which a B (3.0 on a 4.0 scale) or better has been recorded. In order to preserve the unique character of degrees from LLU, the combination of transfer credits and advanced standing must not exceed 40% of the didactic coursework at LLU as specified in the University Catalog, which excludes internships, practice, clinical experiences, research and courses in religion. Transfer credit may not reduce the total unit requirement below 40 units for a single- major master's degree program. Evaluation of all courses are conducted on a case-by-case basis where course outlines, transcripts, and course catalog entries are reviewed to assure adequate equivalency. The Academic Standards Committee evaluates these equivalencies. If approved, the student initiates an academic variance which receives final approval from the dean. **Note: The grades of courses transferred do not calculate into a student's earned GPA acquired while matriculating through the program at LLU.**

Limited advanced standing may be given to individuals with a master's degree for equivalent courses taken that apply to another degree in the areas of research methods and statistics if the content and area of study demonstrates appropriate compatibility with competencies required for professional social work and behavioral health. These requests are assessed by the Academic Standards Committee to meet the equivalency requirements previously described.

Professional (field) practica grades/credits are not typically transferable—review is made on a case-by-case basis. Rare instances have occurred where employment transfer by the student or partner required the student to end their MSW education at another CSWE accredited program. Part of the generalist practicum may be considered for transfer if appropriate documentation regarding the student's performance is provided, including informed consent by the student for the Director of Field Education to discuss with the former field instructor the student's practicum performance.

No academic credit is given for life experience and/or previous work experience for any part for the MSW Program (i.e., professional [field] practicum, courses in the professional generalist, or advanced curricula).

All LLU University and SBH transfer credit policies also apply.

DEFERRED ENROLLMENT

Once admitted, students may request up to one year of deferred enrollment. Contact the School of Behavioral Health Dean's Office for additional guidance in this area.

RE-ENTRANCE

A student who discontinues their studies in the MSW Program must comply with University policies regarding re-entrance. As such, the University requires that they meet the entrance requirements effective at the time of re-entrance, unless a leave of absence was previously granted. Fees are required for re-entrance applications. Supplementary documents may also be required.

CHANGE OF PROGRAM

Students are required to complete an approved [Change of Program Form](#) when transferring to a different degree program or program option (e.g., from the main campus MSW Program to the Online MSW Program). Students cannot take classes in another program option without written permission from the Academic Standards committee.

CONCURRENT ADMISSION

Applicants may **not** be admitted to a School of Behavioral Health program while admitted to another program at this University or elsewhere. Combined-degree programs are exempt from this policy.

Non-Degree Status: The MSW Program makes limited use of the non-degree status. This status is given to students who wish to enroll in graduate courses for personal or professional benefit but who are not seeking graduate degrees. Such applicants complete a special application form with the Program. Non-degree students are permitted only 12 units of study. Individuals who have been denied admission are not eligible for consideration of non-degree status.

Audit: Requests for the auditing of courses are reviewed on a case-by-case basis by the Program Director in consultation with the course instructor. Students auditing a course are required to pay half the normal tuition and to agree to attend at least 80% of course lectures.

INTERNATIONAL STUDENTS

The MSW Program does not accept international students.

MSW PROGRAM REQUIREMENTS

CURRICULUM OVERVIEW

The 78-unit curriculum of the MSW Program provides the mix of academic, experiential, and research experiences essential for MSW students. Students must maintain a grade point average of at least a 3.0 (or a letter grade of B on a 4.0 scale) and meet the knowledge, skill, and professional performance competencies outlined by the Program in order to remain in regular standing toward degree completion. Because the MSW degree prepares graduates for direct practice with the public, course grades should meet the minimum B (3.0 on a 4.0 scale) standard, which by University policy indicates satisfactory performance. Courses in which a student earns a grade below a B (3.0 on a 4.0 scale) must be repeated.

The program begins with first-year generalist content common to all graduate social work education. The generalist practice curriculum is grounded in the liberal arts and the person-in-the-environment framework, ensuring that students are equipped to promote social well-being and build upon the strength and resilience of all human beings. This includes a dedicated focus on underserved populations, and a commitment to minimizing the influence of bias, power, and privilege. Through a diverse range of prevention and intervention methods, students gain the tools to work effectively with individuals, families, groups, organizations, and communities. Integrated throughout the curriculum, students are guided to apply ethical principles, engage in critical thinking, and utilize research-informed practice at the micro, mezzo, and macro levels. There is also an unwavering emphasis on ADEI, advocacy for human rights, and the pursuit of social, racial, economic, and environmental justice.

The clinical practice specialization builds upon the strengths-based and ecological practice perspectives of the generalist curriculum by extending, expanding, and enhancing students' abilities to effectively engage in advanced clinical practice. This requires the integration of culturally appropriate generalist and clinical practice theories and intervention methods as applied to individuals, families, groups, organizations, and communities. Theoretical perspectives include empowerment, strengths approach, attachment, child development, risk and resiliency, trauma, cognitive neuroscience, family systems, cognitive behavior, and psychodynamics—all of which are enhanced by the person-in-the-environment perspective. These theoretical underpinnings support student skill acquisition and development through clinical practice specialization courses with a firm grounding in engagement, diagnostic assessment, problem-solving, social policy, evidence-informed treatment approaches, and practice evaluation. Integrated in the teaching of all clinical approaches, is an intentional focus on attending to the diverse needs and rights of every individual, with a dedicated emphasis on those who are underserved. Clinical students also learn to recognize and comprehend the significance of continuous self-reflection and to minimize the impact of bias, power, and privilege within the therapeutic relationship through an ADEI lens. Clinical practice experiences also address the needs and rights of all persons, promoting social, economic, racial, and environmental justice.

PROFESSIONAL PRACTICA

Professional practica experiences (Field Practica) are regarded as integral parts of the MSW Program because these offer students' opportunities to integrate and apply theoretical and research knowledge with social work practice and intervention skills in institutional or agency settings. Practica are designed (and selected) to provide maximum learning opportunities under the supervision of a qualified field supervisor. As such, experiences are patterned to build upon one another, presenting the increasing challenges present

in the continuum of generalist to advanced social work practice. Students complete 1,080 hours of field work in a qualified setting and 120 hours of concurrent integrated seminar for a total of 1200 hours.

Students begin with SOWK 578 Field Orientation. This class reviews with students the administrative processes and general requirements of the professional (field) practicum experience and requirements for both the first and second year practica. Further, there is a review of the ELC software program that both students and field supervisors are to use in completing various field forms (see LLU MSW Field Practicum Manual for further details).

During the generalist sequence, students complete **SOWK 700 Generalist Practice Practicum** and **SOWK 757ABC Generalist Practice Consultation**, which together comprise 480 hours of fieldwork and 60 hours of seminar (or 6 practicum units). Emphasis is placed on achieving generalist social work knowledge, values, and skills, including developing rapport with agency personnel and clients, acquiring interviewing skills, and obtaining beginning-level psychosocial assessment and intervention capabilities. The content of the concurrent seminar further supports this perspective as it provides students with opportunities to integrate their practicum experiences with their developing professional identity.

In the advanced clinical sequence, students complete **SOWK 705 Clinical Practice Practicum** and **SOWK 787ABC Clinical Practice Consultation**, encompassing 600 hours of advanced clinical fieldwork and 60 hours of seminar (or 12 practicum units). This sequence emphasizes advanced clinical practice and provide the depth and breadth of learning opportunities that underpin the acquisition of advanced practice capabilities. More specifically, clinical practica experiences are expected to promote increased insight and understanding of agency and/or client systems by building on the generalist skills achieved during the first year of study.

RESEARCH

The MSW Program includes completion of course work in applied research. An individually authored thesis option is also available for students meeting program criteria. These study options aim to develop knowledge for the advancement of social work practice and provide guided experiences in the conduct of research applicable to a variety of professional and academic settings. Guidelines for these options are provided by the student's academic advisor.

SPECIALIZATION IN CLINICAL PRACTICE

The specialization in clinical practice requires mastery of advanced practice roles, modes of intervention, and methods used in behavioral health settings (see Appendix A for a full description). Required study includes the integration of clinical practice theories, diagnostic assessments, problem-solving skills and techniques, spiritual integration; as well as the impact of policy upon the availability of treatment, treatment modalities, and expectation of outcomes. Students' experiences and knowledge are expanded through the selection of practicum sites and selectives concerning special population and problem areas. These include, but are not limited to, children at risk, geriatric issues, mental disorders, substance abuse, health care, and family conflict. The integration of cultural diversity and ADEI awareness as factors guiding the analysis and intervention with clinical populations is incorporated into the totality of the clinical practice specialization.

CENTRAL ACADEMIC REQUIREMENTS AND PROCESSES

MSW ADVANCEMENT GPA

The MSW Advancement GPA provides an initial predictor used for gatekeeping. The first quarter completed (either PT or FT) toward the MSW degree, including units acquired during non-matriculation, must be completed with a GPA of 3.0. Students who fail to achieve at this level may be dismissed from the Program. Students receive orientation to the process and requirements of the MSW Advancement GPA during the student orientation conducted prior to the fall quarter or before their first quarter of registration.

QUALIFYING REVIEW

Once generalist coursework and practicum are or substantially completed, students are required to pass the Program's Qualifying Review which is given during the summer. The intent of this process is to:

- determine the degree to which students can conceptualize and demonstrate the integration of generalist practice;
- assist faculty and students in assessment of strengths and areas for improvement;
- provide feedback in core knowledge and skills;
- foster an environment of self-evaluation; and
- encourage heightened participation in individualized academic development.

A specific orientation is held to explain the expectations, format, and scheduling of the Qualifying Review process. The results of this review help both the student and faculty to develop learning objectives for the advanced clinical practice year. A passing score for the exam is 36 out of 48. Students who fail the Qualifying Review are notified in writing and are required to take SOWK 595: Professional Development (please note that this course is not covered by financial aid unless you enroll and maintain enrollment in 4 or more financial aid eligible units during the quarter in which you take SOWK 595), AND must then retake and obtain a passing score on the Qualifying Review. Students who do not pass the Qualifying Review on the second attempt must meet with the MSW Program Director to develop an individualized plan which may include extended practicum hours, repeated coursework in areas requiring further development, and/or personal mentoring by an assigned faculty.

WHOLENESS JOURNAL

All students complete an online wholeness journal assignment during the SOWK 757ABC Generalist Practice Consultation and 787ABC Clinical Practice Consultation.. The wholeness journal assignment is used to assist students in developing an understanding of the importance of maintaining balance in all areas of life including (a) physical, (b) intellectual, (c) emotional, (d) relational, (d) cultural, and (e) spiritual dimensions. It is based on the Loma Linda University's definition of wholeness as stated below.

"Wholeness means the lifelong, harmonious development of the physical, intellectual, emotional, relational, cultural, and spiritual dimensions of a person's life, unified through a loving relationship with God and expressed in generous service to others."

As part of this assignment, students are required to define the assigned wholeness variable of focus; produce three tracking statements; and one summary entry each quarter. Journal entries are required to be thoughtful, personal, and deeply reflective. This process is designed to enhance personal and professional growth and development throughout the program.

COMPETENCY ASSESSMENTS

As part of the MSW Program, students must complete Competency Assessments as scheduled by the department. These evaluations assess if students are meeting the CSWE based program competencies at both the generalist and clinical practice specialization levels. The feedback from these assessments is crucial for the ongoing quality improvement of the program. Participation in these evaluations is required for the successful completion of the MSW degree.

PROGRAM OPTIONS (FULL- AND PART-TIME MAIN CAMPUS; PART-TIME ONLINE)

Alternative time options for completing the program have been designed to address the varying needs of students. As such, the Program offers a full-time two-year main campus option, a three-year part-time main campus option, a three-year part-time online option, and a four-year part-time main campus or online option.

All program requirements for the online cohort are the same as those required for the on-campus cohorts. Please note that all practicums, regardless of program option, are conducted in-person. A separate application portal has been created for the online cohort.

PROGRAM OF STUDY

CORE FIRST YEAR COURSES

(Required of all students)

RELR 540	Wholeness and Health	(3)
SOWK 505	Advancing Professional and Academic Competence in Social Work Practice	(2)
SOWK 510	Diversity Theory in Practice and Research*	(3)
SOWK 513	Human Behavior in a Culturally Diverse Environment*	(4)
SOWK 514	Social Welfare History and Policy*	(4)
SOWK 517	Practice I: Individuals*	(4)
SOWK 518	Practice II: Groups*	(3)
SOWK 519	Practice III: Organizations and Communities*	(3)
SOWK 520	Practice IV: Families	(3)
SOWK 548	Research Methods*	(5)
SOWK 574	Practice V: Administration, Management, and Supervision	(3)
SOWK 578	Field Orientation	(0)
SOWK 585	Legal and Ethical Aspects in Health and Behavioral Health Services	(3)

SWOK 700 GENERAL PRACTICE PRACTICUM 480

This course provides students with supervised field experience in a qualified generalist practicum, where they apply generalist social work knowledge, skills, and values in compliance with the generalist practice competencies of the MSW Program. Students must re-register for this course each quarter until all 480 hours required for the generalist practice practicum have been successfully completed. The recommended pacing is 160 hours per quarter for Main Campus students and 100 hours per quarter for Online students. This course must be taken concurrently with SOWK 757A, B, or C

SOWK 757 ABC Generalist Practice Consultation 60

Students complete three generalist practicum classes during the academic year, which includes taking SOWK 757 ABC. Each class requires 20 hours of seminar consultation. Students take SOWK 757 concurrently with SWOK 700 General Practice Practicum. In special circumstances and with approval from the Field Education Committee, eligible students may be allowed to complete 757 ABC as a block placement following the completion of all the general practice curriculum classes. To be eligible for this option, students must also be in good academic and behavioral standing. Professional practicum and seminar hours are not calculated into degree units. Students pay program fees for generalist practicum units instead of tuition.

(*Indicates courses eligible for transfer by qualified students with a Baccalaureate Social Work (BSW) degree awarded within the last five years from a CSWE-accredited university.)

QUALIFYING REVIEW

(Required of all students following the completion of generalist practice courses and SOWK 757 ABC/SOWK 700)

CORE SECOND YEAR COURSES

SOWK 613	DSM: Diagnosis, Diversity, and Difference	(4)
SOWK 617	Social Justice and Global Practice	(3)
SOWK 620	Psychopharmacology in Clinical Practice	(2)
SOWK 647	Integrated Behavioral Health Practice	(3)
SOWK 648	Co-Occurring Processes and Interventions	(3)
SOWK 661	Psychodynamic Therapies	(4)
SOWK 662	Behavioral and Cognitive Therapies	(4)
SOWK 663	Crisis and Trauma Interventions	(3)
SOWK 681	Behavioral Health Policies and Services	(2)
SOWK 695A	Advanced Research Methods	(2)
SOWK 695B	Advanced Research Methods	(2)
SOWK 695C	Advanced Research Methods	(2)

SOWK 705 CLINICAL PRACTICE PRACTICUM 600

The emphasis of SOWK 705 Clinical Practice Practicum (600 hours of practicum) and SOWK 787ABC Clinical Practice Consultation, SOWK 787B Clinical Practice Consultation, and SOWK 787C Clinical Practice Consultation (600 hours of practicum and (60 hours of consultation or 12 clinical practicum units) reflects the clinical practice specialization, and provides the depth and breadth of learning opportunities that underpin the acquisition of advanced practice capabilities. Specifically, clinical practicum experiences are expected to promote increased insight and understanding of agency and/or client systems, building on the generalist skills achieved during the first year of study.

SOWK 787ABC CLINICAL PRACTICE CONSULTATION 60

Students complete three clinical practicum classes during the academic year which includes taking SOWK 787 ABC. Each class requires 20 hours of seminar consultation. Clinical practicum and seminar hours are not calculated into degree units. Students pay program fees for clinical practicum units instead of tuition.

Wholeness Journal Assignment (Completed by all students during SOWK 757 ABC and SOWK 787 ABC)

PROGRAM SELECTIVES

Complementary selective courses provide students with broad exposure to advanced practice in behavioral health through examination of related concerns and issues of population groups and problem areas. All students are required to take six units of selectives.

Students may take one 2-unit selective outside of the Department (within the School only). Students choosing to take a selective outside of the Department must have their selection approved prior to enrolling to assure it supports the MSW competencies.

Students choose 4 units of selectives that support their areas of interest. Students choose selectives from the following categories:

Population Groups

GERO 515	Diversity and Aging	(3)
GERO 654	Therapeutic Interventions with Older Adults	(3)
MFAM 644	Child Abuse and Family Violence	(3)
SOWK 550	Clinical Interventions with Service Members, Veterans, and their Families	(2)
SOWK 584	Special Topics in Social Work	(2)
SOWK 651	Medical Social Work	(2)
SOWK 653	Child Welfare Practice	(2)
SOWK 658	Children's Psychotherapy	(2)

Problem Areas

BHCJ 550	Fundamentals of Dialectical Behavior Therapy	(2)
CRMJ 519	Expert Testimony: Procedure and Practice	(2)
MFAM 665	Structural Family Therapy	(2)
SOWK 584	Special Topics in Social Work	(2)
SOWK 659	Recovery in Behavioral Health	(2)
SOWK 679	Advanced Professional Projects	(2)
SOWK 684	Advanced Policy Project**	(2)

Note: See Appendix B for a complete listing of course descriptions. Students wishing to take courses that are not included in the above list of approved selectives must obtain an academic variance by submitting a Petition for Academic Variance to the Program's Academic Standards Committee prior to enrolling in the course. As not all selective courses are taught each academic year, students should review the advisement guides in Appendix C for a complete listing of courses offered during the current academic year.

ADVANCED STANDING POLICY AND COURSE WAIVER PROCESS

ADVANCED STANDING BSW GRADUATES

Advanced Standing is an admission option for students who have earned a baccalaureate degree in social work from a CSWE-accredited program within the past five years that provides the opportunity to complete the MSW in 12 months^{1,2}. Students qualifying for Advanced Standing **MUST BEGIN THE MSW PROGRAM DURING THE SUMMER QUARTER** prior to their advanced academic year. This requires individuals to submit all components of their application packet by January 15th of the enrollment year (exceptions to this date are reviewed on a case-by-case basis).

The Advanced Standing policy ensures that content and competencies already mastered at the undergraduate level are not duplicated in the graduate curriculum in alignment with CSWE accreditation standards.

To qualify for Advanced Standing, students must have:

- Successfully completed their generalist field practicum with a minimum grade of B (or equivalent), and
- Completed their generalist-level coursework with a cumulative GPA of 3.0 (on a 4.0 scale) or higher.

After the verification of the successful completion of the generalist field practicum, students participate in a Generalist Course Waiver Review, which includes a transcript evaluation and a content review of completed coursework. This process assures that any courses waived are equivalent in scope and depth to LLU MSW generalist courses. Consideration is given to differences in semester and quarter systems and the varied ways BSW programs may combine generalist content.

Advanced Standing students who have generalist courses with grades below a B (3.0 on a 4.0 scale) may still demonstrate their competency through comprehensive waiver exams. These exams provide an opportunity for students to demonstrate their knowledge if they believe their course grades are not an accurate reflection. Exams must be taken during the term prior to when the equivalent course is scheduled in the MSW program.

¹Students completing the online MSW Program option are able to vary in approved BSW classes meeting the grade requirement and apply for advanced standing but will not be able to complete the MSW Program within the 12-month time period. Only a two-year adjusted schedule option is available for this Program option.

²Advanced Standing students may also elect to complete the MSW Program on a part-time basis over two years typically six academic terms (unless the student also chooses to attend summer school).

NON-ADVANCED STANDING BSW GRADUATES

Non-Advanced Standing BSW Graduates are those who have earned a baccalaureate degree in social work from a CSWE-accredited program but do not meet all of the Advanced Standing criteria. This may include completing the degree more than five years before admission, having insufficient field hours or a practicum grade below a B, or graduating with a cumulative GPA in their generalist coursework below a 3.0 (on a 4.0 scale).

Although these students are not admitted under the Advanced Standing status, they may still request course waivers for generalist courses in which they earned a B (3.0) or higher. Like Advanced Standing students, they must participate in the Generalist Course Waiver Review, which includes a transcript evaluation and content review to ensure course equivalency with LLU MSW generalist requirements. These students are also eligible to take comprehensive waiver exams for courses not meeting the minimum grade requirement.

Regardless of course waiver eligibility or the passing of comprehensive waiver exam, Non-Advanced Standing BSW graduates may not waive generalist field practicum requirements and are required to complete the full first-year field education sequence.

COURSES ELIGIBLE FOR WAIVER OR COMPREHENSIVE WAIVER EXAMS

The following foundation-level MSW courses may be waived or challenged through a comprehensive waiver exam for both Advanced Standing and Non-Advanced Standing BSW graduates:

- SOWK 510: Diversity Theory in Practice and Research (3 units)
- SOWK 513: Human Behavior in a Culturally Diverse Environment (4 units)
- SOWK 514: Social Welfare History and Policy (4 units)
- SOWK 517: Practice I – Individuals (4 units)
- SOWK 518: Practice II – Groups (3 units)
- SOWK 519: Practice III – Organizations and Communities (3 units)
- SOWK 548: Research Methods (5 units)
- SOWK 574: Practice V – Administration, Management, and Supervision (3 units)
- SOWK 585: Legal and Ethical Aspects of Health and Behavioral Health Services (3 units)
- Two Upper Division Electives (4 units total)

The following courses are waived only for Advanced Standing students and cannot be challenged through the comprehensive waiver examination process.

- SOWK 757ABC: Generalist Practice Consultation (Advanced Standing students only – includes 40 seminar hours)
- SOWK 700: Generalist Practice Practicum (Advanced Standing students only – includes 280 field hours)

Note: Effective 1995, the California Board of Behavioral Sciences requires that all MSW students complete coursework in family systems during the MSW program. This requirement cannot be waived based on prior BSW coursework.

COMPREHENSIVE WAIVER EXAM PROCESS

Students with grades below B (3.0) in BSW coursework may opt to take a **comprehensive waiver exam**. These exams may be administered in essay or objective format, according to the student's preference. Students are provided with exam preparation materials and the corresponding MSW course syllabus.

To receive a course waiver, the student must pass the exam with a minimum score of 83% before the start of the term in which the course is offered.

Advanced Standing students who do not pass or opt not to take a waiver exam are advised that they may not be able to complete the MSW program within the 12-month Advanced Standing track. These students may be required to follow a part-time schedule extending over two academic years (typically seven quarters). Academic advisement will reflect the final number of approved course waivers.

ADVANCED STANDING STRUCTURE AND PROCESSES

Students receiving Advanced Standing are required to enroll in Advanced Standing Practicum (SOWK 600) and Advanced Standing Practice Consultation (SOWK 678). These experiences provide students with a bridge from their undergraduate social work education into the second year of the MSW Program. In these courses, emphasis is placed on reviewing the knowledge, values, and skills of generalist social work practice, and then defining additional competencies required for advanced practice. This concurrent field and class format assists faculty and students in identifying and addressing individualized needs for further development, including application of professional ethics, judgment, use of self, and self-awareness. At the completion of these courses, students formulate learning objectives for their advanced year of study. These courses include 200 hours of field practicum and 20 hours of seminar consultation.

Following the completion of SOWK 600 and SOWK 678, Advanced Standing students, like all other MSW students who have completed the generalist curriculum, are required to take a Qualifying Review to assess their generalist practice competencies. If a successful score (36 out of 48) is not obtained, students are required to take a one-unit Professional Development (SOWK 595) course designed to strengthen identified areas of weakness and must then retake and obtain a passing score on the Qualifying Review. Students who fail the Qualifying Review on the second attempt must meet with the MSW Program Director to develop an individualized learning plan. The content of the individualized learning plan is typically integrated into the Clinical Practicum and may require the completion of additional practicum hours and/or in the most serious situations the completion of additional coursework, which may include taking a course that was previously considered waiver eligible as part of the baccalaureate social work content. Advanced Standing students are informed of this possibility in the MSW Student Handbook. This process ensures that regardless of how students enter or progress through the MSW Program, all (including Advanced Standing students) must demonstrate the practice competencies expected of all MSW students at the time of degree completion.

GENERAL ORIENTATION

The MSW Program has developed a number of orientations to assist students in their transition into the University, School of Behavioral Health, and MSW Program. Each of these orientations provides students with clarification of essential policies, procedures, and requirements that are fundamental to a successful academic experience. As such, each of these is considered mandatory. **NO EXCEPTIONS.**

GENERAL ORIENTATION

All students are **required** to attend the new student orientation provided prior to beginning coursework in the Program. This one-day orientation includes the University, School, as well as the Department of Social Work and Social Ecology. Online options are available to enrolled online students. Individuals who do not attend may have their entrance to the MSW Program deferred to the following year. For students enrolled starting in the winter, spring, or summer sessions, special arrangements will be made to provide an orientation to them.

FIELD ORIENTATION

All first-year field students and Practicum Advanced Standing students are **required** to attend field orientation (SOWK 578). Individuals who do not attend may have their status changed to part-time or may have their entrance deferred to the following academic year. As in the case of general orientation, special arrangement will be made for students entering during the winter, spring, or summer sessions.

GENERAL REGISTRATION

Once registration for a term is open, the student must verify with their academic advisor a planned schedule for the academic year by signing the Curriculum Planning Form³. This document acts as a contract between the student and the Department of Social Work and Social Ecology. If the student wants to deviate from the approved schedule, it is their responsibility to contact the academic advisor prior to registering for any courses that are not listed on Curriculum Planning Form. It is noted that students on block registration are not required to complete the Curriculum Planning Form as their courses are automatically added to the registration portal. All students must register on the dates designated in the University calendar. A \$200 late fee is assessed if registration is not completed on the designated dates. Students may not attend class without being registered. Registration is **not** complete until financial arrangements have been **cleared** with **Student Finance** and a completed registration form filed with the Office of University Records. Students may not register once the last day to add a course is past. In rare exceptions where there are extenuating circumstances, students who miss the last day to register may petition to the Dean of the School and the Assistant to the Vice Chancellor for Student Affairs. If granted permission, they can be reinstated with a \$300 fee.

Note: Students having problems with registration (i.e., inability to clear academic holds or add/drop needed courses) should immediately report these problems to their academic advisor.

³Block registration is provided for individuals participating in the online MSW Program option. Only classes appearing in your registration portal may be taken. Students must still complete the registration process by the dates designated or pay a late fee (see above).

STUDENT LOAD LIMITS

At LLU a full-time program of study is typically 8-15 units per quarter. Students wanting to take loads that exceed 15 units must petition the Academic Standards Committee.

ADD/DROP

Should it become necessary to add, drop, or withdraw from a course, the student wishing to do so may do this online from their student Registration Portal <https://ssweb.llu.edu/studentlogin>. Students on Block registration must complete and submit an Add/Drop Registration Form via email to Doreen Flores doflores@llu.edu. The Add/Drop registration form is available on the student registration portal in the “Forms” section. Add/Drop Forms must be submitted through LLU student email accounts. Forms received by non-LLU accounts are not accepted. Change of registration, as in the case of add/drops, and withdrawals from courses, are never processed over the phone or by a surrogate representative appointed by the student (e.g., family member, friend, classmate, or department staff). Rather, all processing concerning a student's academic record must be handled by the student.

DIRECTED STUDY

Directed study is provided ONLY for the student with an academic record illustrating exceptional scholarship and having adequate time to complete the study. A student wishing to take directed study should submit a detailed outline of the specific area of study to the Program's Academic Standards Committee for approval prior to the quarter in which the study is to be conducted. The Academic Standards Committee will then consider the request. The Committee does not usually look with ready approval on requests for independent study since department selectives have been designed to provide breadth and depth to the advanced curriculum. In cases where committee approval has been obtained, the Committee will appoint a professor with whom the student is then to arrange the directed study. A decision to grant a directed study request depends upon the merit of the directed study proposal and the student's academic standing.

To register for the Independent Study, the student must initiate the electronic form online which can be located at: <https://home.llu.edu/academics/registrar-records#forms>. This must be done at the beginning of the registration period for the quarter in which the course is to be taken. The student must login and then locate the form on the University Portal's main page, under the Portlet titled “Student Forms” and subtitled “Electronic Forms.” The student will then submit the form by engaging in an electronic process online. Please direct questions about the electronic form process to the Senior Administrative Assistant, Department of Social Work and Social Ecology; or the Assistant Dean for Academic Affairs, School of Behavioral Health.

INCOMPLETE

In the School of Behavioral Health, an incomplete (I) is given only in cases of documented emergencies where the student has completed 80% of the course requirements including 80% of class attendance. A **Petition to Receive Incomplete** form must be initiated online by the student and approved by both the Department Chairperson and the Dean of the School of Behavioral Health. Further, the student needs to talk with each instructor to have a thorough understanding of assignments necessary to be completed in order to have the I grade removed. Additional documentation may be required for approval of the form, such documentation can be submitted to the Senior Administrative Assistant, prior to the last day of finals

week. Incompletes must be made up no later than the beginning of the regular examination week scheduled for the following term.

Instructions for initiating the form online

1. Go to <http://myllu.llu.edu/index.php>, login using your LLU student login credentials and then locate the form on the University Portal's main page, under the Portlet titled *Student Forms*.
2. Submit the form by engaging in the electronic process. Direct questions about the electronic form process to the Senior Administrative Assistant, Social Work and Social Ecology; or the Assistant Dean for Academic Affairs, School of Behavioral Health.

REGISTRATION RECORDS

Students are responsible for checking their registration to ensure that each class is correct and follows the course schedule outlined by their academic advisor. Students are also responsible for accurately tracking their advancement through their degree program. University Records and the School of Behavioral Health, by way of the Department, provide transcript audits and degree check sheets for all students. Students should take advantage of faculty advisement to assist them in this process. Occasionally, however, errors do occur. In this event, it is the responsibility of the student to immediately bring the problem to the attention of the Department, as well as immediately respond to the Department requests for correction of an inaccurate registration. Students that do not attend to assuring that all registrations are accurate, and their degree program is on track will be responsible for any additional costs associated with correcting the error and may experience a delayed graduation date.

ACADEMIC RESIDENCE AS CONTINUOUS REGISTRATION

University policy provides that students are required to meet the matriculation requirements of the particular degree program in which they are enrolled. In the MSW Program, matriculation is defined as continuous registration beginning with the first quarter of enrollment through advancement to candidacy to the awarding of the degree. The MSW Program's policy of continuous registration also incorporates summer quarters for part-time students as a means of dispersing the course load across the calendar year. This requirement of continuous registration is supported by University policies for graduate study. This requirement does not preclude, however, the provision of arrangements to accommodate special circumstances. Students who are not registered for new courses and paying tuition are assessed a continuous registration fee.

Graduate students are considered to be in full-time residence if registered for at least 8 units. Although 8-15 units are typical in many programs, full-time MSW students register for 12 or more units each quarter. This has been factored into the financial aid needs of MSW students; however, students are individually encouraged to verify with the University's Office of Financial Aid that the additional unit requirements of the MSW Program have been considered in the development of their individual financial aid packages.

TIME LIMIT

Both three-year and four-year MSW Program options have been developed to assist individuals with work and family obligations that prevent them from attending school in the two-year full-time option. Beyond this, the MSW Program defers to the School of Behavioral Health policy, which allows a total of five

years from admission to the conferring of the Master's Degree. Some consideration may be given to a short extension of time if recommended by the MSW Program, and in the Dean's opinion, such is merited.

EXTRAMURAL STUDY

Students need to understand that core courses are taken through the Department of Social Work and Social Ecology on a campus of the University or online. University policy does not allow students to be enrolled in more than one program simultaneously unless programs have been structured as dual degree programs.

LEAVE OF ABSENCE

Withdrawal from the MSW Program for a quarter or longer must be preceded by a written request for leave of absence. This request is submitted to the MSW Program's Academic Standards Committee indicating the reason and the length of time needed to be out of the MSW Program. Once approved by the Academic Standards Committee the student must complete the electronic Leave of Absence form that requires additional approval from the Department Chairperson and Dean. The electronic form is located on the myllu.llu.edu website. One year is the maximum leave time granted. Stipulations for re-entry are given to the student in writing (see also LLU MSW Field Practicum Manual for policies affecting Field Practica).

ADMINISTRATIVE WITHDRAWAL

Students who fail to arrange for a leave of absence and continuing registration may be administratively withdrawn from their program and the School of Behavioral Health after two quarters of registration inactivity. Students who have been administratively withdrawn from their program and the School of Behavioral Health are required to reapply for admission and are subject to the requirements in effect at the time of readmission.

WITHDRAWAL

Formal withdrawal begins with the Department of Social Work and Social Ecology, followed by the School of Behavioral Health's Office of Records, and finally at the Office of University Records. An online form is provided for this purpose which is located on the myllu.llu.edu website.

GRADE REQUIREMENTS/SCHOLASTIC STANDING

Graduate students are expected to maintain consistently high levels of performance. Because the MSW degree prepares graduates for direct practice with the public, course grades should meet the minimum B (3.0 on a 4.0 scale) standard, which by University policy indicates satisfactory performance. Courses in which a student earns a grade below a B (3.0 on a 4.0 scale) need to be repeated (or may not apply to the degree).

The Department and School receive grade reports indicating the academic standing of all students in order to determine the eligibility of students for advancement and the impact of grades on students who are receiving stipend awards (see Academic and Professional Probation Policies).

The following values are assigned for calculation of the grade point average per unit of enrollment:

A	4.0	93-100%	C	2.0	73-76%
A-	3.7	90-92%	C-	1.7	70-72%
B+	3.3	87-89%	D+	1.3	67-69%
B	3.0	83-86%	D	1.0	63-66%
B-	2.7	80-82%	F	0.0	<63%
C+	2.3	77-79%			

The student who believes that there has been an unjust grade for an assignment or course, may file a grade appeal as outlined in the Student Grievance Procedure found in the Loma Linda University Student Handbook and in the University catalog.

The next set of designations is used to identify student status. These designations are not used to indicate credit:

AU	Audit
I	Incomplete (used in cases of emergency when 80% of coursework is completed)
S	Satisfactory (used in pass-fail courses, does not affect GPA)
U	Unsatisfactory (does not affect GPA)
W	Withdraw (given from two weeks before final examinations begin)

ACADEMIC AND PROFESSIONAL ADVISEMENT

Facilitative academic advisement assists students with their progression through the MSW Program as articulated by the in-person and online program plan each chooses to follow. As such, formal academic advisement begins with assigned academic advisors working individually with their students to review the MSW curriculum plan that represents how each student has decided to progress through the MSW Program.⁴ Since all students at LLU now register online without the requirement of an advisor's signature, the formal advisement process occurs when students begin the MSW Program and prior to registration for each term. For all non-block students (block students are automatically assigned courses in their registration portal), the advisement plan is signed (or confirmed by email) by both the faculty advisor and student. The student is provided a copy of the academic plan. Students must notify, prior to registration, their advisor if they need to change the previously approved advisement plan. Changing a class schedule without prior notification and approval can have a significant impact on the student's ability to graduate on time and could also result in disciplinary action. Students are expected to consult with their academic advisor prior to registration each quarter.

Professional advisement plays a critical role in students' socialization into the social work profession, occurring both informally and formally through field consultation seminars. Informally, students are encouraged to engage with their advisor or other faculty members who possess expertise aligned with their professional interests. These engagements may include professional networking within the LLU healthcare system or the broader community, collaborative projects that extend classroom, practicum, and seminar discussions to support students' long-term career goals, guidance on licensure pathways, or other

⁴ Although block registration is provided for individuals participating in the online program option, each is still assigned an academic advisor to assist with their matriculation through the program.

avenues for professional development. Through a structured field experience process, students receive ongoing mentoring and professional guidance in regular meetings with their faculty liaisons. This framework fosters meaningful discussions, supports professional growth, and ensures that students are well-prepared for their transition into advanced social work practice.

ADVANCEMENT THROUGH THE PROGRAMS

Student advancement through the MSW Program is tracked by the School of Behavioral Health using standardized recording/report forms. These forms are listed below. Students should check with the School of Behavioral Health Records Office for the due dates. These dates are also listed in the annual University calendar.

Form A	Petition for Admission to Candidacy
Grad Petition	Petition for Graduation
Form D	Statement of Completion of Requirements for Degree
Form (DCCS)	Diploma Clearance Check Sheet

Students should pay close attention to the deadlines for filing each of these forms (see Appendix D). An oversight in any one of these may affect their registration and potentially delay graduation.

GRADUATION ATTENDANCE

Candidates for graduate degrees taken on the Loma Linda campus are expected to attend graduation events and to receive their diplomas in person. Consent for a degree to be conferred in absentia is contingent on the recommendation of the Dean to the President and can only be granted by the President.

ACADEMIC PROBATION

The School of Behavioral Health's policy regarding students whose overall grade point average falls below a 3.0 will be placed on academic probation. Students who are on academic probation and fail to make a 3.0 for the next quarter may be required to repeat course work or be dismissed from school.

PROFESSIONAL PROBATION

If a student has substantial and/or unresolved behaviors that affect their ability to complete course and/or practicum requirements of the MSW Program, or seriously impact their interactions with faculty, staff, students, agency representatives, and/or clients, will either be placed on probation or will incur other sanctions as deemed appropriate by the Academic Standards Committee (also see LLU MSW Program Professional Performance Policy). This could include dismissal from their respective program.

REPEATING AN ACADEMIC OR PRACTICUM COURSE

A student wishing to improve their grade once grades have been posted for a course must repeat the course. When repeating a course, the student must attend class and laboratory sessions as ordinarily required and take all regularly scheduled examinations. For practicum courses, all field and seminar hours/assignments must also be repeated. Students who are removed from field for behavioral or

performance issues resulting in a failing grade are required to extend their program until the next regular placement cycle.

Both the original and the repeat grades will appear on the student's permanent record, but only the repeat grade is computed in the GPA and included in the total units earned. **A student may repeat a course only once, and no more than two courses may be repeated within the program curriculum. Students exceeding these limits may be dismissed from the program.**

COURSE GRADES

Regardless of degree program, all course grades must meet the minimum B (3.0) standard, which by University policy indicates satisfactory performance. Some SBH programs require a higher minimum course and grade point average. Students in these programs must maintain the higher-grade point average to continue in regular standing.

GENERAL PROGRAM INFORMATION

ACADEMIC DISHONESTY

SBH adheres to the University Standards of Academic Conduct and related definitions (see Standards of Academic Conduct). As such, students in the school are expected to be committed to the practice of honesty and to uphold the standards of professional and personal conduct, including behaviors and attitudes that are consistent with University values.

Students who do not adhere to these standards of academic conduct shall be subject to discipline for any form of academic dishonesty—including, but not limited to the following examples of serious breaches of integrity: falsifying reports, records, and the results of research; cheating, including copying from another's examination or allowing another to copy from one's own work; giving or receiving unpermitted aid on class work or take-home tests; and plagiarism—representing as one's own work the work of others, without giving credit (e.g., course assignments, agency materials, unpublished manuscripts, etc.); direct and substantial quotations without proper citation; and self-plagiarism (submitting previous course work in part or in whole without proper citation and/or permission of the professor involved). (For appropriate citation guidelines please refer to the most recent edition of the Publication Manual of the American Psychological Association.)

Other examples that may appear to be minor but that constitute misrepresentations of truth, and thus indicate problems with academic integrity, include such actions as signing someone else's name on an attendance sheet (for a required class or meeting); or signing oneself in as present and then leaving.

It is the responsibility of all students to avoid both dishonest practices and the appearance of dishonesty. In addition, students are expected to be accountable for their own conduct as well as to assume responsibility for the professional behavior of their colleagues. Assuming responsibility for the professional behavior of one's colleagues means exemplifying integrity in oneself; encouraging colleagues to be honest and responsible; and refusing to ignore or cover up breaches of integrity, as previously listed.

Acts of academic dishonesty, including but not limited to those previously listed, may be cause for dismissal from the school. *In all incidents*, both faculty and students are charged with the responsibility of reporting instances of such behavior to the department chair for an investigation. Subsequently, the department chair conducts a thorough and objective investigation, while also paying close attention to confidentiality and limiting information to those “who need to know.”

Evidence of substantiated violations is provided to the dean (or designee) for further review of the evidence negating or verifying academic dishonesty and determination of the disciplinary action if applicable. The minimum disciplinary actions to be taken include: (first offense) a failing grade on the assignment or the equivalent; (second offense) a failure in the course or equivalent, without possibility of withdrawal; (third offense) dismissal from the degree program and the University. (Under no circumstances are faculty, or department chairs to independently review and determine the consequences for academic dishonesty.)

REPORTING DISRUPTIVE OR DISHONEST BEHAVIOR

It is not always possible for instructors to be aware of everything that occurs in their classrooms. If disruptive or dishonest behavior is observed, students should report the behavior to the instructor, MSW Program Director, or the Department Chairperson. While anonymity will be preserved when the issue is

addressed, it may be necessary for such reports to include the identity of the reporting student depending upon the severity of the behavior.

ASSIGNMENT STANDARDS

The MSW Program prepares student for professional practice. This preparation includes learning task management. As such, assignments must be neat, well written, and unless otherwise instructed, assignments should be word processed or typewritten and double-spaced following the American Psychological Association (APA) standards. All assignments are to be turned in at the required deadline. Late assignments will receive a 10% deduction. Subsequent grade reductions may also apply if late assignments are not submitted within the designated time provided within the term. A proctoring fee of \$100 may be assessed for the rescheduling of exams.

ATTENDANCE POLICY

School of Behavioral Health (SBH) programs are programs of professional preparation and students are expected to attend all class sessions; failure to do so will negatively impact the student's ability to continue in the course. SBH's position regarding attendance reflects the need for students to actively participate in class activities aimed at integrating course specific content as well as integration of knowledge from a range of courses. The SBH faculty believe this cannot be accomplished through independent study alone.

Attendance Requirements for In-Person Main Campus Courses

SBH students are required to attend 80% of all scheduled in-person classes to receive a passing course grade. Courses designated for Main Campus instruction cannot be attended online.

Attendance Requirements for Hybrid and Synchronous Online Courses

Students enrolled in a hybrid or synchronous online course must attend 80% of all weekly in-class or online sessions and engage with weekly module activities to be eligible to receive a passing course grade.

Attendance Requirements for Asynchronous Online Courses

SBH students enrolled in asynchronous courses must demonstrate regular engagement with the weekly module activities and are not permitted to have more than two 7-day periods (from the first day of the module week) without engagement with the module. Engagement is defined as reviewing module resources, interacting with peers by responding to discussion/assignment prompts and communicating with the instructor.

Students who do not complete the attendance requirements as stated above (regardless of class format) will be advised to withdraw from the course, and in cases of non-communication with the instructor and program director, will receive a failing grade with subsequent notification to the Loma Linda University Financial Aid Representative.

The stated allowances for class absences are to be used for illness, personal emergencies, jury duty, or work responsibilities. Appropriate documentation should be provided. Students should give special attention to scheduling personal appointments at times that do not conflict with their responsibilities regarding class attendance.

For all courses, students are required to be seated in the classroom (in-person or virtual classrooms) and ready to participate by the class-time listed in the university online course schedule or the welcome page of their Canvas classroom. Early departures, class tardiness, multitasking, frequent and/or extended breaks, and having your camera off without faculty approval (for synchronous online classes) are documented and factored into the course grade, potentially resulting in an unsatisfactory or failing grade.

Instructors record didactic synchronous online sessions or meetings related to a course using digital technology (e.g., Zoom, Panopto). These recorded class sessions or meetings may be made available to students within the class through the Learning Management System and shall not be posted or shared beyond the students registered for the course and course instructors, unless otherwise approved. Students shall not record meetings held on digital platforms (e.g., Zoom, Microsoft Teams, Panopto), without expressed written permission from the instructor or meeting leader.

BACKGROUND CHECKS

In compliance with University Policy students are required to obtain a University approved background check prior to beginning their classes and their field practicum.

Student background checks are completed online at the time of initial registration for classes. The MSW Program is notified whenever a student fails to complete the background check or a “hit” registers on the check.

Students are strongly encouraged to speak directly with the Director of Field Education should there be prior convictions which could impact the ability to secure a field placement. Even with closed or expunged records, a hit may sometimes appear on a background check which could impact field placement.

Most field agencies also require a Live Scan background check on students prior to starting their practicum placement. It is not legally permissible for background checks to be shared between the University and practicum site. Consequently, almost all students will need to complete the background check through both the University as well as the practicum site.

The University has approved the following vendor through which students may obtain background checks: www.MyBackgroundCheck.com. For more information about background checks, please contact the Department at (909) 379-7590.

CLASSROOM PARTICIPATION

Classroom participation in the professional environment of the MSW Program requires active and cooperative learning and is a requirement of the MSW Program. Students who engage in passive or direct behaviors to avoid participation in group and/or individual classroom learning activities, practice labs, or course assignments will receive a failing grade for the course. Students’ classroom participation will be evaluated by the following criteria:

- evidence that they have reflected upon, and integrated material learned via readings, class, and their own lives and professional experience;
- the degree to which their communication is clear, concise, and relevant to the issue under discussion;

- professional collegial behavior, as exhibited by:
 - arriving on time to class and remaining in class for the full session
 - avoiding distractions/interruptions (e.g., side conversation, audible cell phones/beepers)
 - collaborating to maintain focus by avoiding monopolizing (e.g., tangential comments, etc.)
 - respectful dialogue that honors the right of individuals to hold and express different viewpoints. In this way, all students will collaborate to create a safe and enriching learning environment; and
- active participation and engagement with the professor and peers including but not limited to classroom learning activities, practice labs, and course assignments.

STUDENTS WITH DISABILITIES

The University, School and the MSW Program support the integration of all qualified individuals into the MSW Program and are committed to full compliance with all laws regarding equal opportunity for all students with a disability. At LLU, students, faculty, deans or dean's designee, department chairpersons, and the Advisory Committee on Students with Disabilities all play a joint role in ensuring equal access to campus facilities and programs.

For the MSW Program, the SBH Dean's office is responsible for evaluating and maintaining all disability records for students with disabilities. The Dean's office arranges for determining eligibility for services and based on an evaluation, provides verification of the disability which the student may use to acquire needed accommodation for specific courses.

Students are required to request services or accommodations through the SBH Dean's office where documentation of a disability is required. All information regarding a disability is considered confidential. Students are responsible for making arrangements for accommodations by providing his or her instructors with a letter from the Dean's office requesting the approved accommodations. Faculty are responsible for implementing accommodations as outlined in the Dean's letter.

If you are an individual with a disability and need to make a request for reasonable accommodation to fully participate in this class, please contact Dr. Winetta Oloo, Associate Dean of Academic and Student Affairs, at woloo@llu.edu in the School of Behavioral Health Dean's Office. Please see the full Disability Accommodation Policy which is available in the LLU Student Handbook (beginning on page 47): <http://www.llu.edu/assets/central/handbook/documents/Student-Handbook.pdf>

ELECTRONIC DEVICES IN THE CLASSROOM

Handheld devices, cell phones, pagers, and laptops are now essential to most lives. In order to minimize the potential for disruption in the classroom, all cell phones must be kept on silent alert (vibration or flash). If a call must be answered, it should be outside the classroom.

Students may use laptop computers or handheld devices in the classroom unless otherwise prohibited by the instructor. Use of any electronic device in the classroom is only allowed to support the academic objectives of the course. Students observed using electronic devices to play games or other non-class

related activities will be asked to leave the classroom and will be prohibited from bringing any device into the classroom from that time forward.

GUIDELINES FOR AI USE

The MSW faculty recognize that AI tools, like ChatGPT, are becoming a go-to for exploring, brainstorming, and writing about topics of interest. However, there are still some gray areas surrounding AI apps, including where AI draws its information from and whether citations used in AI are accurate. Given the high priority our MSW faculty, School of Behavioral Health, and the University all place on academic integrity, our department does not consider AI-generated information to be a trustworthy source for course assignments.

Below is the current MSW directive for the use of AI in coursework:

- *Appropriate use of AI tools includes exploring or brainstorming topics related to course assignments, considering the initial framework or structure of an assignment, and editing.*
- *Inappropriate use of AI includes using AI-generated information as a primary source for course assignments or copying and pasting AI-generated text into an assignment.*
- *As always, students are required to appropriately paraphrase and cite any sources utilized in assignments.*

The School of Behavioral Health deans and faculty are actively considering the ramifications of AI use in academic programs and enacting policy on student use of AI-generated content in coursework. Once a policy is created, it will be included in this document and course syllabi.

MEDIA ENGAGEMENT

Students may not engage with the media regarding any matters related to Loma Linda University Health (LLUH) or any of its entities. This includes interviews, statements, or commentary related to LLUH, its programs, clinical sites, faculty, staff, or students. All media inquiries must be directed to the LLUH Marketing and Communication office.

FINANCIAL AID INFORMATION

Although it is the responsibility of students to plan for the financing of their academic program, the Office of Financial Aid (located in the Student Services building) assists in the process by assessing students' eligibility for financial assistance. Whereas, the majority of financial aid is in the form of loans, grants, or work opportunities, the Office of Financial Aid also manages and distributes a limited number of scholarships for eligible students. Staff are available to counsel students on the most appropriate and available resources to meet individual needs. Students are urged to contact the office early to maximize their eligibility and comply with application deadlines. (See also the LLU Student Handbook for information about financial assistance and student finances.)

Federal Work-Study money provides for students an additional means of augmenting students' financial aid. Eligibility for Work-Study is determined by the University's Office of Financial Aid following federal guidelines for nondiscrimination.

In addition to Federal financial aid, the Department has a limited amount of funds to support students' financial needs. To be eligible for these funds, students must meet two criteria: (a) proven financial need (verification provided by the Office of Financial Aid), and (b) be in good academic and professional standing with the Department, School, and University. See the School of Behavioral Health website for additional information about scholarships at <https://behavioralhealth.llu.edu/admissions/scholarships>.

The University's Office of Diversity provides scholarship and loan programs designed to support individuals with demonstrated need. Scholarship and loan programs have also been designed by alumni of the University specifically for African American students. A comparable program is also available for Hispanic students.

HEALTH SERVICES AND INSURANCE

Due to the nature and content of course work in the programs, all on-campus students are required to pay for the University's health insurance plan. The cost of this health insurance is incorporated in the University's enrollment fee that students pay each quarter. This service does not apply to fully online program options as the enrollment fee is not charged. Please note that if you are an online student and take an in-person course, you will be charged the enrollment fee.

PERSONAL THERAPY

Students seeking support for person therapy need to contact the Student Counseling Center. (909-558-6050)

The MSW Program supports students independently seeking and receiving personal therapy, and any information about such is kept confidential.

There may be occasions where the MSW Program recommends that students receive personal therapy to address issues that impinge on their success in the MSW Program (academic and/or professional). Students are responsible to correct identified problems in order to help insure successful completion of the MSW Program.

When students seek personal therapy, any individuals employed by the MSW Program (full- or part-time) are never to provide this service.

GATEKEEPING

The courts consider graduate professional education a privilege and not a constitutional or property right. As such, professional graduate programs are provided with the authority to develop and carry out educational programs in a manner best suited to prepare individuals to meet public and professional expectations of practice competency. In keeping with this stance, graduate social work education programs are accountable to the profession in preparing individuals for competent, compassionate, and ethical practice. This charge carries with it responsibility of "gatekeeping," which is the process of selecting, admitting, continuing, and graduating individuals who are considered suitable for participating in and advancing professional social work practice. In support of this responsibility, the MSW Program has developed its Academic and Professional Advancement Policy.

LATE ASSIGNMENTS

As an SBH faculty member, we need to emphasize the importance of submitting assignments on time. However, we understand that there may be circumstances where a student needs to submit their work late. In such cases, the following policies apply:

- **Late Assignment Submission:** Assignments submitted after the due date will not be accepted if they are more than two weeks late. This policy ensures that students submit their work in a timely manner and allows for efficient grading and feedback processes. If a late assignment is accepted, it may result in a deduction of up to 10% from the total score. This penalty encourages students to submit their work on time while still providing an opportunity for those who face genuine difficulties.
- **Time-Dependent and/or Sequenced Assignments:** For assignments that are time-dependent or sequenced, the professor has the discretion to not accept late submissions. This is because these assignments often build upon previous work or require timely participation, making it challenging to incorporate late submissions without disrupting the learning process.
- **Online Discussion Posts, Reading Quizzes, and Knowledge Checks:** Late submissions are not allowed for online discussion posts, reading quizzes, or knowledge checks. These activities are designed to foster timely engagement and assess understanding in a dynamic learning environment. However, if a discussion post is designated as a larger course assignment, it may fall under the 10% deduction rule for late submissions. Your instructor will notify you if this is the case.

A time-limited extension for up to two weeks, without a late assignment penalty, will be considered for extenuating circumstances. Time-limited extension requests need to be submitted to the instructor for approval with a copy of the request sent to the Program Director. Documentation should be provided as appropriate. After two weeks the assignment will not be accepted. Students who cannot meet the requirements of the two-week time-limited extension, need to review with their instructor and Program Director whether they should withdraw from the course or meet the University's criteria for an Incomplete (I).

Unless an Incomplete (I) has been approved, all assignments must be submitted by the last Friday of the quarter at 2:00pm (PST).

LICENSING INFORMATION

The LLU MSW Program helps students to develop core knowledge and skills necessary for subsequent application of licensure (LCSW). Changes in licensing requirements may periodically result in the revision and/or addition to the specialized continuing education topics required for independent professional practice in California. For more information, contact:

Board of Behavioral Science
1021 O. Street
Sacramento, CA 95814
(213) 620-2814
<http://www.bbs.ca.gov>

PROFESSIONAL SOCIAL WORK ORGANIZATIONS

Students are encouraged to take part in the professional collaboration that occurs through the local Chapter of the National Association of Social Workers (Region F-Inland Empire Unit) and the regional unit of the National Association of Latino Social Workers. A portion of students' course fees from professional (field) practicum provides students with NASW memberships and subsequent information about national, state, and local issues and activities.

STUDENT FILES

Student files are confidential. Students needing to view their file for any reason should make their requests to the Department Chairperson or MSW Program Director. Student files are electronically maintained.

STUDENT SAFETY

The University strives to provide a safe environment in which students can thrive in their professional pursuits. Despite these efforts, students are advised to take a cautionary stance regarding their personal safety. As such, students leaving classes, the library, or other University facilities after dark are encouraged to obtain peer escorts to their vehicles. Individuals that find themselves without a walking partner should not hesitate to call campus security to seek a late-night escort to vehicles. Students are not permitted at any time to bring onto campus or into their field practicum firearms, knives, or other objects which could endanger the lives of others.

STUDENT WORKLOAD

Full-time students are strongly discouraged from being employed full-time while in the MSW Program; some exceptions, however, are made in consultation with the academic advisor. Students whose workload interferes with their academic performance may jeopardize their status and progress through the MSW Program. Online students are required to have one full weekday (Monday through Friday) available for field practicum.

TRANSPORTATION

Transportation is required of all students. Students are responsible for having reliable transportation to and from the field agency. Students who do not drive must present a plan for transportation to the Director of Field Education for approval. **Public transportation in California is NOT always a viable option.** Attempts are made by the Director of Field Education and the field faculty to place students at a reasonable distance from their home. If this is not possible, students can expect an average distance of 45 miles or more to a field practicum site. All costs associated with transportation and/or automobile use and maintenance are the responsibility of the student.

TUITION, FEES, WAIVERS, AND FEDERAL WORK STUDY

Students can consult the University Student Handbook or contact the Office of Student Finance (909) 558-1000 (x 44520) for the current University tuition and fee schedule.
(Fees are subject to change and may not include all special charges.)

If tuition waivers are awarded the amount is distributed across the duration of attendance in the completion of the MSW Program.

Students must apply and qualify for Federal Work Study (FWS) under federal regulations to receive this benefit. The current amount for eligible students (if approved and available) is determined annually (check with department staff for current rate) for 480 generalist practice practicum hours and 600 advanced clinical practice practicum hours. No overtime hours are permitted without written approval from the MSW Program Director. Individual tax rates apply, as funds are received through payroll. LLUH hourly employees, students using their work site as a practicum setting, and student in a paid practicum placement are not eligible for FWS. Once it is determined students are eligible for Federal Work Study benefits, students are required to complete an application and onboarding process through Human Resources. This process must be completed 6 weeks prior to the start of practicum to prevent delays in payment. Please contact Doreen Flores at doflores@llu.edu for assistance with the application and onboarding process.

STUDENT WORKERS (API)

The Department of Social Work and Social Ecology policy for student workers requires that all work hours be logged into API by the end of each workday, and that any necessary edits or final verifications be completed no later than the Saturday that the pay period ends. Failure to meet these requirements has serious implications, such as the inability for the department to receive reimbursement from sources such as Federal Work Study, thereby obligating the department to cover the full cost of the delayed submission.

To ensure compliance with these policies the following consequences will be implemented for any non-adherence to timely submissions:

1. First Violation: Written Warning
2. Second Violation: Recommendation for Academic Professional Probation
3. Third Violation: Meeting with the Dean of Students and Program Director to discuss further disciplinary action.

*We recognize that entry mistakes occasionally occur, and corrections are needed. This policy specifically relates to failure to record your hours at the end of each workday and make appropriate edits by the Saturday that the pay period ends.

Please take this matter seriously and be diligent in logging your hours. We all must work together to maintain the integrity and financial sustainability of our program.

UNIVERSITY STUDENT SERVICES, PROGRAMS AND POLICIES

The University Office of Student Affairs has prepared a University Student Handbook. This online handbook (which includes sections specific to each school) provides students with a wealth of facts about the University, including its programs to promote balance in student life, student resources and services, as well as detailed information concerning University policies and academic processes. All students are to receive a link to the [LLU Student Handbook](#) when they register for their first quarter of classes which is also available here. Students wishing additional information concerning University-wide programs to support students' spiritual life, housing, recreational facilities and activities, and campus-wide student

organizations should refer to the Loma Linda University Catalog, Section II, “About the University” (2022-2023).

UNIVERSITY IDENTIFICATION (ID) BADGE REQUIREMENT

University ID badge must be worn in a visible location above the waist at all times while student is on campus. This includes all LLUH facilities (e.g., Behavioral Health Institute, SBH Department of Social Work and Social Ecology, San Bernardino campus).

VETERANS

Students eligible to have veteran benefits should seek information from the Office of University Records.

MECHANISMS FOR STUDENT INPUT AND PARTICIPATION IN THE CURRICULUM

The MSW Program fosters a wholistic learning environment that integrates academic excellence, student engagement, and leadership development. Students have multiple opportunities to contribute to program enhancements through structured mechanisms such as surveys and course evaluations, curriculum committees, and faculty search processes. Additionally, leadership and service opportunities are available through Student Government and the Phi Alpha Honor Society, empowering students to influence program policies and support their peers. Open forums, direct faculty engagement, and student-led initiatives create an inclusive space for dialogue, mentorship, and professional growth. These combined efforts ensure that students are active participants in shaping their educational experience, program culture, and the broader social work community.

SOLICITATION OF STUDENT FEEDBACK

The program actively gathers student perspectives through structured mechanisms such as surveys, course evaluations, and an exit interview process for all graduating students. These tools allow students to provide candid feedback on their educational experience, the program climate, and areas for improvement. Insights from these assessments are systematically reviewed by faculty and administration to guide programmatic enhancements and ensure that student voices contribute to shaping the learning environment and continuous quality improvement.

STUDENT REPRESENTATION IN CURRICULUM COMMITTEES

The MSW Program includes student representation in open MSW Curriculum Committee meetings, allowing students to participate in discussions on: (a) curriculum modifications; (b) incorporating diverse perspectives and anti-oppressive frameworks; and (c) suggestions on the development of new elective offerings. By engaging in these discussions, students' lived experiences, professional goals, and diverse perspectives actively influence the MSW curriculum.

STUDENT REPRESENTATION ON FACULTY SEARCH COMMITTEES

To promote inclusive hiring practices, the MSW Program provides opportunities for students to participate in faculty ad hoc search committees. Student representatives may: (a) participate in faculty interviews; (b) provide feedback on teaching demonstrations and research presentations; and (c) advocate for faculty hires that reflect the program's commitment to diversity, equity, and inclusion. By engaging students in faculty recruitment, the program ensures that student perspectives contribute to the selection of educators who align with the program's mission and values.

STUDENT GOVERNMENT PARTICIPATION

The MSW Program maintains a well-established Student Government organization that plays an integral role in the formulation and modification of program policies affecting academic and student affairs. The Student Government Constitution, outlines how student leaders participate in governance, attend general curriculum meetings, and raise questions or concerns related to policies and programmatic issues. This

ensures that student concerns are not only heard but formally addressed within faculty decision-making processes. To encourage student involvement and leadership development, the MSW Program provides scholarships ranging from \$1,200 to \$1,500 to Student Government officers based on the elected or appointed position. Under the mentorship of Gabby Navarro, Director of Field Education, Student Government serves as a forum for constructive student participation and leadership development. Additionally, proportionate leadership representation is ensured for students in the online program option, ensuring that students in all modalities have a platform for engagement. To further promote open dialogue, Student Government is encouraged to sponsor open forums once per quarter, where students can engage directly with faculty and administration regarding concerns, program improvements, and community-building efforts. See the Student Government Constitution provided below.

PHI ALPHA HONOR SOCIETY LEADERSHIP AND ENGAGEMENT

Another avenue for student participation in the implicit curriculum is through the MSW Program's chapter of the Phi Alpha Honor Society. This student-led organization was developed in response to student requests to recognize excellence in scholarship and leadership while also serving as a mechanism to: (a) promote student leadership development; (b) support the academic needs of peers; and (c) organize and participate in community service initiatives. Officers of Phi Alpha receive leadership scholarships equivalent to those provided to Student Government officers, reinforcing the program's commitment to equity in leadership opportunities. Dr. Kelly Baek serves as the faculty advisor to the Phi Alpha Honor Society.

PROGRAM FORUM

The Program Forum is a structured opportunity for students to engage directly with the Department Chairperson, Executive Associate Chairperson, and/or MSW Program Director on a quarterly basis, excluding summer and regular school vacations. These forums provide a designated space for students to present and discuss issues, needs, and concerns related to their academic and field experiences. Announcements regarding upcoming forums are formally communicated through student information boards and LLU email. Additionally, Student Government serves as an established channel for students to share ideas or concerns with program leadership, ensuring that student voices are incorporated into decision-making processes.

DIRECT FACULTY AND PROGRAM LEADERSHIP ENGAGEMENT

Beyond Student Government and Phi Alpha, students are encouraged to engage directly with faculty and program leadership on an individual or collective basis. This open-door policy ensures that students are not required to go through formal governance structures to voice concerns or contribute to program improvement efforts. By providing multiple, flexible pathways for student input, the MSW Program upholds its commitment to equitable and inclusive engagement.

STUDENT-LED ACADEMIC SUPPORT INITIATIVES

Through organizations such as the Phi Alpha Honor Society, students have the opportunity to establish peer mentoring programs, academic support initiatives, study groups, and wholeness activities that contribute to student success within the curriculum. Phi Alpha members collaborate with faculty to design supplementary workshops, tutoring programs, and study materials that support student learning outcomes.

ACADEMIC AND PROFESSIONAL ADVANCEMENT

OBJECTIVES OF THE POLICY

1. To develop objective criteria for assessing students' academic and professional performance during the completion of degree programs in the School of Behavioral Health.
2. To create a procedure that will allow for the timely and positive intervention with students identified as experiencing problems which interfere with their progress through their degree programs.
3. To determine whether students have demonstrated the required level of achievement in academic and professional performance to interact positively within multiple systems on behalf of present and future consumers.

CRITERIA FOR ACADEMIC AND PROFESSIONAL PERFORMANCE

Graduate students are expected to maintain consistently high levels of achievement in two areas: (a) academic performance in courses and professional practica/internships; and (b) professional performance in University related interactions with faculty, staff, peers, and practicum/internship personnel and clients/consumers. Performance in each of these areas is evaluated quarterly. Evaluation criteria for each of these areas are delineated below:

ACADEMIC PERFORMANCE

1. Evaluation of students' academic performance in courses is based upon criteria as stated in course syllabi. Grading for courses follows the University's established criteria for calculation of grades (see also Grade Requirements).
2. Professional practicum/internship performance is also evaluated quarterly following the guidelines outlined by each program in their respective practicum/internship manuals/handbooks. Grading for professional practica/internships make use of the following designations:

- S Satisfactory (used in pass-fail courses, does not affect GPA)
- U Unsatisfactory (does not affect GPA)
- IP In Progress (for experiences that cross term boundaries)

Although these designations do not have an effect in calculating a GPA, a grade of "S" is considered by the University equivalent to a grade of B (3.0 on a 4.0 scale) or higher.

Graduate students are expected to maintain a grade point average of 3.0 (B) in their course work and professional practicum/internship performance and to pass all courses with a B or better (see course repeat policy). Course and professional practicum/internship requirements that are identified as needing to be repeated to improve a student's academic standing must be registered and paid for as new course registrations. Tuition and fee rates for repeated requirements are paid at the rate in effect at the time (quarter) repeated and not at the rate paid for the original registration. University policy does not allow a program or faculty member to identify supplemental assignments or learning activities to address

unacceptable performance and then submit a grade change for a failed course or professional practicum/internship experience.

PROFESSIONAL PERFORMANCE

Students' advancement in their degree program may be delayed or terminated for failure to meet established professional performance criteria. The policies and practices in this area have been established and are adhered to in order to protect the rights of students, the well-being of clients/consumers, the reputation of practicum/internship sites, and the integrity of the degree program and the profession. The following categories and subsequent lists of professional performance criteria represent reasons for delay in a student's program advancement or full dismissal from an academic program in the School of Behavioral Health. This is not, however, an exhaustive delineation. (See Disciplinary Actions.)

1. ADHERENCE TO PROFESSIONAL ETHICS

Graduate students in the School of Behavioral Health are required to conduct themselves according to the Code of Ethics for their distinct profession. Violation of any part of their profession's Code of Ethics will be reason for disciplinary action and possible dismissal from their specific program. In general, violations include, but not limited to the following behaviors:

- a. Misconduct that involves clients/consumers on or off campus or conduct that is potentially dangerous to current or future clients/consumers.
- b. Misconduct on or off campus directed toward other University students, faculty, or staff.
- c. Legal or illegal behavior that violates the mission, processes, or academic or business functions of the University and or the student's degree program.
- d. Forced or coerced sexual behavior.
- e. Sexual activity with clients/consumers (or relatives or friends of clients/consumers) including, but not limited to, sexual comments, dating, kissing, fondling, or sexual intercourse.
- f. Physical actions directed at clients/consumers, students, faculty, or staff, such as hitting, spanking, or slapping.
- g. Physical or emotional threats directed toward clients/consumers, students, faculty, or staff.
- h. The acceptance of gifts or money from clients/consumers that are not considered standard payment for services received on behalf of the practicum agency. Students shall not ask for or expect gifts from clients/consumers.
- i. Illegal or unethical behavior that limits or takes away clients'/consumers' rights or results in financial, material, or emotional loss for clients/consumers or gain for students.
- j. Plagiarism and other forms of academic dishonesty.

2. INCOMPATIBILITY WITH INHERENT PROFESSIONAL VALUES UNDERPINNING BEHAVIORAL HEALTH

Students may be dismissed from their program of study if they demonstrate a persistent pattern of incompatibility, inability or unwillingness to change concerning the core values, ethics and an overall pattern of being un-teachable. This pattern may be demonstrated by:

- a. Demonstrated resistance to learning and incorporating professional values, ethics, knowledge, and skills (including refusal to participate in or failure to complete laboratory or learning experiences).
- b. The presence of subjective, punitive or demoralizing actions toward others that stem from lack of openness to the differential life circumstances of others or an externalized personal ideology.
- c. An inability to develop tolerance for human differences.
- d. Failure to accept and respect human diversity as measured through repeated incapacity to form collegial and/or therapeutic relationships with individuals who have membership in one or more

special populations, the repeated use of pejorative labeling, and/or the direct violation of the human rights of another.

Note: Professional behavioral health education includes acceptance and integration of the core values of each specific profession. The faculty's observations of students' interactions and assignments may raise questions as to whether students' values and attitudes are compatible with their profession. This does not mean, however, that there is no place for dissent or disagreement in the discourse of graduate professional education. It does mean that students must reflect upon and integrate the principles implicit in the value system of professional behavioral health practice and their specific profession. Students will be encouraged to decide whether the identified conflict/s can be resolved in favor of openness to other experiences and views. In cases where the challenges cannot be resolved and are serious enough to result in a compromising the rights and services of clients/consumers, and work with peers, supervisors, or faculty, students will be recommended for dismissal from their degree program.

3. CLASSROOM BEHAVIORS

Students who demonstrate a basic incompatibility with and/or inability to perform professionally in their program's classroom or online requirements (including laboratory or other in-class required learning activities) will be dismissed from their program. Students demonstrate an overall pattern of incompatibility with and/or inability to perform academically and professionally for reasons including but not limited to the following:

- a. Inability to follow instructions as demonstrated by being consistently late in meeting academic deadlines and/or failing to complete requirements.
- b. Being consistently late and/or absent from required classes, and/or pattern of leaving class before or during required classroom or laboratory activities or experiences.
- c. A pattern of not readily or actively participating (passive participation) in required classroom or laboratory activities or experiences.
- d. Failure to respect others' opinions in classroom discussions as demonstrated by rude comments, verbal abuse, and the pejorative labeling or name calling of others. (See LLU Student Handbook with regard to respect for the opinions of others.)

4. PROFESSIONAL PRACTICUM/INTERNSHIP ISSUES

Students who demonstrate a basic incompatibility with and/or inability to perform their program's professional practicum/internship requirements, will be dismissed from the program. Students can demonstrate this overall pattern of incompatibility with, and/or inability for reasons including, but not limited to the following:

- a. Students who fail three placement interviews.
- b. Students show unwillingness to participate in the practicum/internship placement process as demonstrated by turning down three placement sites within a given academic year.
- c. Students demonstrate repeated inability to engage with the field practicum/internship learning process by requesting unwarranted/unfounded practicum/internship reassignment within a given academic year.
- d. The standards of competency delineated by the program are not met.
- e. Noncompliance with or demonstration of an inadequate level of knowledge and/or skill outlined in the corrective actions provided by their program's practicum/internship committee and/or academic standards committee.

- f. Persistent failure to appear at the designated practicum/internship site at the prescribed time and/or days without prior approval.
- g. Consistent failure to meet agency deadlines.
- h. Failure to complete agency assignments.
- i. Violation of agency policy and procedures.
- j. Violation of the professional Code of Ethics of their specific profession.
- k. Violation of LLU student policies regarding personal and academic conduct (see LLU Student Handbook).
- l. Violation of professional performance standards of their program and the School of Behavioral Health.
- m. Personal issues which significantly impact students' ability to meet agency or client/consumer obligations or needs.
- n. Falsification of client/consumer records or fraudulent billing.
- o. Violation of HIPPA requirements.

5. INTERPERSONAL BEHAVIORS

Students who demonstrate behaviors which deem them as incompatible with professional values, ethics or behaviors, or are unable to complete classroom and/or professional practicum/internship requirements regarding interpersonal competence, they may be dismissed from their specific program and the University. Students demonstrate an overall pattern of incompatibility with and/or inability through, but not limited to the following:

- a. Demonstrated inability to establish and maintain positive and constructive interpersonal relationships including therapeutic and professional use of self, appropriate assertiveness, and conflict resolution.
- b. Demonstrated emotional instability and/or immaturity as evidenced by repeated difficulties in forming professional relationships with faculty, University personnel, agency staff and peers (including, but not limited to, inability to engage in cooperative teamwork, physical or verbal abuse, acts of relational impropriety, and/or criminal violation of the personal and/or property rights of others).
- c. Demonstrated behavior that shows symptoms of sufficient dysfunction or personal distress such as to compromise the worker/practitioner and client/consumer integrity, the therapeutic process, the learning of self or other students.
- d. Seriously inappropriate affect as demonstrated by extremely withdrawn personality style, persistent incongruent affective responses in the classroom and/or practicum/internship, volatile and inflammatory responses, and persistent angry and hostile mood.
- e. Personal problems of such magnitude that result in an inability to work effectively with clients/consumers, agency staff, peers, faculty, or University personnel.
- f. Demonstrated deficits in effective verbal communication with clients/consumers, agency staff, peers, faculty, or University personnel.
- g. Demonstrated inability to participate in client/consumer assessment, goal setting, treatment intervention, and/or use of adjunctive resources.

6. PROFESSIONAL DEMEANOR AND IMAGE

Students who demonstrate significant difficulties in forming a professional image that deems them as incompatible with or unable to fully interact in or complete their program's classroom and/or professional practicum/internship requirements, or to productively engage with future clients/consumers and colleagues, may be dismissed from their program and the University. Students demonstrate significant difficulties in forming a professional image through, but not limited to the following:

- a. Severe and persistent problems with personal hygiene which inhibit interactions with others that may stem from a severe lack of self-awareness, emotional instability, personal preferential style incongruence with minimum professional standards, and/or disregard for minimum public health standards.
- b. Severe and persistent disregard for University dress codes of a degree to be considered disruptive to the learning environment or run counter to the professional requirements of the University or their program.

7. SUBSTANCE ABUSE ISSUES

(See LLU Student Handbook for University policies.)

8. AREAS OF ZERO TOLERANCE*

The following are considered areas of **zero** tolerance and will result in immediate dismissal from a program in SBH:

- a. Dual relationships with clients/consumers (whether voluntary, forced or coerced) including, but not limited to, personal friendships with clients/consumers; unauthorized transporting or contact with clients/consumers; relationships of a business or financial nature, sexual activity with clients/consumers including, but not limited to, kissing, fondling, or sexual intercourse.
- b. Verbal, emotional, or physical threat or intimidation directed toward clients/consumers, students, faculty, staff, or agency representatives.
- c. Physical actions directed at clients/consumers, students, faculty, or staff, such as hitting, spanking, or slapping.
- d. Potentially slanderous or libelous acts directed towards students, faculty, staff, University representatives or their designees (including contract instructors), and agency representatives.
- e. Illegal or unethical behavior that limits or adversely impacts on clients'/consumers' rights or results in financial, material, or emotional loss for clients/consumers or gain for students or others personally associated with the student.
- f. Concurrent illegal activities including, but not limited to, drug trafficking, persistent trouble with the law, possession of firearms (see LLU Student Handbook), fraud on admissions documents, sexual harassment, assault, inappropriate sexual conduct with clients/consumers, intentional intimidation of others, or violations of the personal rights of others.
- g. Failure to report concurrent charges or violations of the law that reflect significant gaps in judgement and disregard for public protection and safety (e.g., DUI, driving with a suspended license).
- h. Failure to disclose previous criminal convictions and charges (whether or not cleared from their criminal record) which make practicum/internship placement impossible.
- i. Gross self-interest as demonstrated by any disruptive or persistent uncooperative behavior which adversely impacts, compromises or results in disrupting the flow of care or services to

clients/consumers, including but not limited to refusal to follow sanitation and safety procedures required by practicum/internship sites.

- j. Sexual harassment (see LLU Student Handbook).
- k. Taking any type of weapon onto campus or to the practicum/internship site.

* See LLU STUDENT HANDBOOK FOR OTHER ZERO TOLERANCE POLICIES.

ACADEMIC AND PROFESSIONAL PERFORMANCE PROBATION & DISCIPLINARY ACTION

ACADEMIC PROBATION

Each quarter, the SBH Office of Academic Records reviews the grade reports of all students in the school and notifies departments of those whose cumulative G.P.A. has fallen below the minimum 3.0. grade point average. Departments then work with each identified student to develop an academic plan to assist that student in raising their overall G.P.A. to the minimum standard. Departments are to provide the dean's office with a copy of each academic plan. The procedures that further support the designation of academic probation are as follows:

1. The first quarter that a student's G.P.A. falls below the minimum 3.0 G.P.A., the SBH Office of Academic Records sends the student a warning letter informing them of the drop below acceptable performance. A copy of the letter is sent to the student's department. The warning letter informs the student that they have one quarter to return (improve) their G.P.A. back to the minimum required 3.0; and if they fail to do so, they will be placed on academic probation the subsequent quarter.
2. Students who fail to raise their G.P.A. at the end of the one-quarter warning period, they will be placed on academic probation by the school's Office of Academic Records. The student then receives a letter notifying them that they have been placed on academic probation, and that *continuation of academic probation for two quarters may result in dismissal from the program. The letter also states that a repeated (nonconsecutive) pattern of below-standard performance may also result in program dismissal.* A copy of the letter is sent to the student's department.
3. In the event that a student is placed on academic probation, the department is responsible for conducting an immediate academic review involving at least the department chair or program director and the student's advisor. **A statement regarding the academic future of the student must be formulated by the department and signed by the student, with a copy given to the school's Office of Academic Records. The statement must clearly indicate all requirements, conditions, and criteria needed to remove the probationary status.**
4. When the school's Office of Academic Records officially designates a student's status as probationary, a hold or limited registration authorization is placed on the student's registration if recommended by the program (i.e., the student may not register for any new courses) until grades from the previous quarter are posted and the student's academic history and satisfactory academic progress have been evaluated. Such registration holds are cleared only after the department verifies the following—as appropriate to the phase in the probationary process: a) that an academic plan has been developed with the student to address the challenges that resulted in academic probation; b) that the academic plan has been implemented; and c) that the student is making satisfactory progress to raise their G.P.A. to the minimum standard. The student is responsible for late registration fees that apply, unless other indicated by the department and/or the dean's office.

PROFESSIONAL PERFORMANCE PROBATION

When it is determined that a student demonstrates serious unacceptable behaviors or a pattern of behaviors or attitudes not in keeping with the values and ethics of the professional area of study and/or the University, they may be placed on professional performance probation (sometimes also referred to as clinical probation). Professional performance issues include, but are not limited to, substantial and/or unresolved behaviors that affect the student's ability to complete course and/or clinical requirements; or behaviors that seriously impact the student's interactions with faculty, staff, other students, University representatives, representatives of collaborating organizations and clinical training sites, and/or clients at clinical training sites. When any of these issues have been identified, the student will be placed on professional performance probation or will incur other sanctions as deemed appropriate, given the seriousness of the infraction and/or violation of University policies.

ACADEMIC AND PROFESSIONAL DISCIPLINARY PROCESSES

Note: Not all phases of disciplinary action outlined may be applicable with all cases.

When a student fails to observe the academic or professional performance requirements of the MSW program (and/or profession), the school, and/or the requirements and standards of the University; the following procedures apply:

1. **Advisement:** From time to time a program's academic standards committee is notified of academic or behavioral issues of students that may have negative consequences on their current or future performance. If the issue does not rise to the level of a warning, the committee may ask the faculty advisor to speak with the student/s in a timely manner. The faculty member should put a note in the student's file documenting that they have met with the student.
2. **Written Warning.** The student is provided with an official written warning when previous situations or problems advised about have not been resolved or are initially presented/exist that have the potential to jeopardize the academic or professional development, performance, and/or may impact the clients/consumers served by the student in their practicum experience. Based on the identified problem as defined by their program's academic standards committee and these policies, students are expected to submit a written response to their program's academic standards committee written warning, detailing how they plan to correct the problem. The SBH Dean's Office is to be provided with a copy of the written warning sent to the student and the student's response. A form is provided by the SBH Dean's Office for this purpose.
3. **Academic and/or Professional Performance Probation.** Not all academic and practicum/internship issues result in probation. However, students who have not attended to the self-imposed conditions of a written warning, or for whom a serious situation or problem is identified that has violated the SBH Academic and/or Professional Performance criteria, will be placed on academic and/or professional performance/clinical probation following a full review and investigation of all issues by the program's academic standards committee. In all cases, students are provided with an opportunity to provide a written explanation and also provided a copy of the SBH (University) grievance procedures. Students placed on probation may be continue to be enrolled in both course and practicum/internship experiences unless a reduced academic load and/ or removal from their practicum/internship is deemed a necessary due to the nature of the identified issue as outlined in the Corrective Action Plan.

When the department/program specific academic standards committee deems that probation is warranted, they first share the content of the recommendation with department leadership. Recommendations for probation are for a minimum of one quarter. Recommendations for probation proceed as follows:

- a. The department leadership forwards the program's committee recommendation on to the SBH Associate Dean for Academic and Student Affairs for formal action. Based upon a review of the department's recommendation, the dean's office may accept or recommend additional or alternative ameliorating conditions or steps. An accepted recommendation for academic and/or professional performance probation by the dean's office is **communicated to the student in writing and will include the timeline for reevaluation.**
- b. Based on acceptance of the recommendation for probation, the department/program's academic standards committee convenes and develops a Corrective Action Plan. The time frame for the corrective plan will be determined based upon the nature of the situation. After receiving notification of the recommendation for academic and/or professional performance/clinical probation the student will be provided with a copy of the Corrective Action Plan (usually within three business weeks, excluding weekends, holidays, and unscheduled school closures), including the time frame for completion of the identified issues. **Delays in processing Corrective Action Plans that result from the student's failure to communicate with their program add to the response time and may result in further corrective and/or administrative action by the program and school.** A copy of the Corrective Action Plan is also provided to the SBH Dean's Office. The SBH Associate Dean for Academic and Student Affairs will meet with the student to assure that the student understands the Corrective Action Plan and is aware of their rights to grieve if they do not agree with the recommendation for probation.
- c. The Corrective Action Plan shall specifically state the concern(s), the action(s) to be undertaken by the student, and the date by which the student must demonstrate completion of and/or compliance with the plan. In the event that the plan is of a long-term nature, the student's progress is reviewed no less than one quarter following the date the Corrective Action Plan is to be executed and will continue to be reviewed quarterly until a statement of closure has been placed in the student's academic file.
- d. Prior to the timeline for reevaluation by the dean's office, the department/program is required to notify the dean's office in writing of the student's compliance with, need to continue, or failure to comply with the Corrective Action Plan. Based upon this updated information, the department/program is to provide the dean's office with a recommendation regarding the disposition of the probation, i.e., to remove, continue, require additional conditions, place on a leave of absence or move to dismissal.
- e. Depending on the nature of the academic and professional performance issues, the department/program's academic standards committee may recommend to the Associate Dean for Academic and Student Affairs that the student's probationary status be continued for a second quarter if the student's progress toward amelioration of the identified concern(s) as outlined in the Corrective Action Plan is insufficient, and/or additional concerns have been identified. When this occurs, the department/program's academic standards committee must clearly communicate with the student in writing the reasons for their recommendation and once again assure that the student has been given an opportunity to provide additional explanation and has been informed of their right to grieve. If not already directly involved in the committee process, the department leadership must also be apprised of the committee's decision before the recommendation for continuation of probation is forwarded to the Dean's office. A copy of the continuing or modified Corrective Action Plan is provided to the SBH Dean's Office for monitoring by the Associate Dean for Academic and Student Affairs.
- f. Closure of a Corrective Action Plan is processed by the department/program's academic standards committee on or before the end date specified in the Corrective Action Plan form.

The department/program's academic standards committee reviews the student's progress to determine whether or not the identified issue(s) has (have) been resolved. The committee's decision should first be shared with department leadership for confirmation or modification. The final written decision is then provided to the student on the designated section of the Corrective Action Plan form. A copy of the updated Corrective Action Plan form that articulates closure of the issues is placed in the student's academic file and provided to the SBH Dean's Office. *Note: Students are not approved for graduation if they have unresolved concern(s) on file whether or not they have been placed on academic and/or professional performance probation.*

4. **Suspension.** In some cases, students may be required to go on a mandatory Leave of Absence when progression in their program requires concurrent progress in course (including research) and clinical practice.
5. **Dismissal.** If the problem still remains unresolved or shows insufficient improvement to meet academic and/or professional standards and requirements, then the department/program committee may make a recommendation for dismissal to the department chair, who subsequently forwards this written recommendation directly to the Dean, with a copy to the Associate Dean for Academic and Student Affairs.

DISMISSAL

Students who violate the legal and/or ethical standards of professional practice cannot meet the objectives and outcomes of a Corrective Action Plan, evidence severity in the identified problem(s), or develop additional problems during a period of corrective action of a similar scope as those previously identified, can be dismissed from their degree program. When any or all of the above are evidenced, the program's academic standards committee recommends to department leadership that the student be immediately dismissed from the program. Department leadership reviews with the program's academic standards committee their recommendation and then subsequently forwards the recommendation to the Dean of the School for formal action. The Dean's Office will subsequently review the issue, adherence with policy, and if there is concurrence, the student will be notified in writing that they have been dismissed from the program and University (see LLU Student Handbook Grievance Procedure).

GRIEVANCE PROCEDURE

Students who feel that they have been given an unfair course or practicum grade, or recommendation for probation or dismissal should follow the steps below.

COURSE GRADE GRIEVANCES

A student who believes that the final grade received in a course does not accurately represent their performance in the course may request a review of the grade assigned. A request for a grade review must occur within one quarter (i.e., the quarter immediately following) the assignment of the grade in question. (Note: The grade-grievance process is not applicable to the review of grades received on assignments prior to the assignment of a grade in the course.) The grade-review/-grievance process is as follows:

1. The student submits in writing to the course instructor a request for grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The instructor is to respond promptly to the student's request, including any necessary clarification of evaluation criteria and grade calculation.

2. If the student is not satisfied with the explanation(s) provided by the instructor, the student then submits in writing to the department chair, executive associate chair or associate chair (or department designee) a request for a grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The department chair, executive associate chair, or associate chair (or department designee) is to respond promptly to the student's request, which means they are responsible for investigating the claim(s).
3. If the student is not satisfied with the explanation(s) provided by the department chair, executive associate chair, or associate chair (or designee), the student then submits in writing to the dean a request for a grade review, including the specific reason(s) for their belief that the grade in the specific course is not accurate. The dean will respond by conducting an appropriate investigation, which may include appointing an ad hoc committee to assess the student's claim(s), and then make a final determination regarding the matter. In the event that an ad hoc committee is used, the committee provides its findings to the dean, which may include agreement or disagreement with the grade provided, or other determinations as appropriate.
4. The decision of the dean will be final and will be shared with the student in writing.

DISCIPLINARY OR ACADEMIC GRIEVANCE PROCEDURE

Students who feel that they have been incorrectly disciplined or have other academic complaints may grieve the actions of their program as outlined below:

1. Students must first submit a written request to initiate a review of any decision they wish to grieve.
 - i. If the student is grieving a decision made by the department's student affairs committee, the written request should first be directed to the chair of that committee.
 - ii. If the student is grieving a disciplinary or academic issue that was not made by the department's student affairs committee, the written request should be directed to the department leadership (chair, executive associate chair or associate chair). In response, the department leadership is required to provide the student with a written response of the determination.
2. Students dissatisfied with the determination of the chair of the student affairs committee (1.i above) or department leadership (1.ii above) may appeal to the Dean of the SBH where the disciplinary issues will be further reviewed. This may require the student to meet with the Dean in person in order to clarify any needed information. If deemed necessary, the Dean will form a panel/committee to assist in the review process.
3. A written determination will be provided to the student once the process is complete.

PROBATION, MANDATORY LEAVE AND DISMISSAL GRIEVANCE PROCEDURE

Students who wish to appeal a recommendation regarding academic and/or professional performance probation, a mandatory leave of absence, or dismissal from a program must follow the steps indicated below. (The grievance process described below does not apply to decisions regarding admissions and readmission.)

1. Students must first submit a written request to initiate a review of any decision they wish to grieve.

- i. If the student is grieving a decision made by the department's student affairs committee, the written request should first be directed to the chair of that committee.
 - ii. If the student is grieving a disciplinary or academic issue that was not made by the department's student affairs committee, the written request should be directed to the department leadership (chair, executive associate chair or associate chair). In response, the department leadership is required to provide the student with a written response of the determination.
2. Students dissatisfied with the determination of the chair of the student affairs committee (1.i above) or department leadership (1.ii above) may appeal to the Dean of the SBH where the disciplinary issues will be further reviewed. This may require the student to meet with the Dean in person in order to clarify any needed information. The dean may choose to conduct the review or may convene an ad hoc faculty review committee. Ad hoc review committees are made up of at least three faculty members in the School or the University who have been identified as capable of impartiality regarding the situation under review. The student may make a presentation to the faculty review committee and may be accompanied by a faculty representative, but they may not be accompanied by family, friends, or legal counsel in the meeting room. The faculty ad hoc review committee then provides its findings to the dean, which may include agreement or disagreement with the original faculty decision(s); or the committee may make additional or alternative recommendations to the dean. A more detailed protocol that guides the committee process is provided by the dean.
3. A written determination will be provided to the student once the process is complete.

APPENDIX A: CLINICAL PRACTICE DESCRIPTION

The clinical practice specialization builds on the strengths-based and ecological practice perspective of the generalist curriculum by extending, expanding, and enhancing students' ability to effectively engage in advanced clinical practice. Specifically, this requires the integration of generalist and clinical practice theories, and intervention methods as applied with individuals, families, groups, organizations, and communities. As such, the theories that support the clinical practice specialization include empowerment, strengths-based, self-efficacy, attachment, child development, risk and resiliency, recovery, trauma, cognitive neuroscience, family systems, cognitive, behavior, and psychodynamic; all of which are viewed through an ecological, person-in-the-environment perspective. Integrated throughout clinical courses and practicum experiences, this theoretical knowledge underpins students' skill acquisition in therapeutic engagement, diagnostic assessment, problem solving, and the use of evidenced-informed treatment approaches.

Critical race theory, intersectionality, and the embedded practice of cultural humility deepen students' knowledge, values, and skills in the use of differential assessment; and alerts them to the importance of self-reflection, as well as the embedded responsibilities and potential long-term effects associated with diagnosis and the selection of appropriate interventions. Further supporting students' understanding of diversity and human differences, is the integration of content throughout the clinical practice specialization on the ethical and professional responsibilities of clinical social workers to understand, address, and engage in the formation and implementation of social policies that support parity in the receipt of services, protect human rights, and promote social, economic, and environmental justice for all persons.

Students receive numerous opportunities for cognitive and affective learning through which to integrate clinical knowledge, values, and skills. Special attention is given to the professional use of self through role-playing, feedback from faculty and peers, combined with content in the use of differential treatment modalities. Self- and practice evaluation of effective clinical intervention is emphasized to further strengthen students' integration of knowledge, skills, and practice values. Learning expectations for all students include the ability to (a) conduct a Mental Status Exam; (b) demonstrate effective engagement skills; (c) complete a differential assessment and diagnosis using the DSM-5; (d) differentially select and apply a spectrum of theoretical models; (e) differentially select and apply appropriate individual, family, and group treatment modalities that emphasize evidence-based and evidenced-informed practice, (f) conduct various levels of practice evaluation; and (g) perform advanced practice roles.

APPENDIX B: COURSE DESCRIPTIONS

SOWK 505. Advancing Professional and Academic Competence in Social Work Practice. 2 Units.

This course enhances professional identity, academic communication, and ethical engagement in graduate social work practice. Students refine skills essential for success in academic, field, and professional settings.

SOWK 510. Diversity Theory in Practice and Research. 3 Units.

Examines and applies contemporary theories of diversity from a critical perspective. Includes intersectionality and use of a cultural humility framework for engaging diverse populations at all levels of practice.

SOWK 513. Human Behavior in a Culturally Diverse Environment. 4 Units.

Provides the basis for understanding human development and life transitions throughout the life span within an ecological perspective. Orients the student to the generalist social work approach to understanding human behavior in a cross-cultural context, with a focus on normal behavior from birth through senescence. Provides a theoretical foundation on which to build social work-practice skills. Five units required of students who matriculated prior to Summer 2022.

SOWK 514. Social Welfare History and Policy. 4 Units.

Provides students with an understanding of the historical foundations of the social work profession, including its influence in the development of the U.S. system of social welfare. Examines the societal perspectives and contradictions that have affected the development and evolution of contemporary social policies and services in the U.S. Emphasizes understanding of the role of race, gender, and perception of human needs in shaping social policy.

SOWK 517. Practice I: Individuals. 4 Units.

Requires conducting a biopsychosocial-spiritual assessment and developing a full range of beginning intervention strategies for working with individuals. Emphasizes special problems experienced in micro-systems and at-risk populations, such as women and minorities. Focuses on goal setting, assessment, and successful interventions with attention to cultural values that influence development and resolution of psychosocial problems. Four units required beginning with 2021-2022 catalog. Prerequisite or concurrent: Social work practicum.

SOWK 518. Practice II: Groups. 3 Units.

Provides students with an understanding of generalist social work practice with groups. Includes a survey of small-group constructs, research, and principles of ethical application. Emphasizes differentiation among the types of individuals, situations, and presenting problems best served through group processes and intervention methods.

SOWK 519. Practice III: Organizations and Communities. 3 Units.

Utilizes an ecological systems framework and an empowerment practice model within the macro context. Includes: population outcomes, community organization, interagency relationships, leadership skills, and cultural sensitivity.

SOWK 520. Practice IV: Families. 3 Units.

Introduces family interventions. Examines views and issues regarding contemporary family structure and function and focuses on concepts and techniques used to promote change in family functioning. Course meets state requirement for content in family violence.

SOWK 548. Research Methods. 5 Units.

Reviews quantitative and qualitative research methodologies in order to provide students with an understanding of the scientific and ethical approaches to building knowledge. Emphasis on critically evaluating research to facilitate use of evidence-based practices. Experiential learning supports development of knowledge and skills in computer assisted data analysis to conduct and interpret t-tests, ANOVAs, and regressions.

SOWK 550. Clinical Interventions with Service Members, Veterans, and Families. 2 Units.

Provides multi-disciplinary understanding of military culture and skills and application of evidence-based clinical treatments that foster resilience and provide relief to service members, veterans and their families. Attention to issues of diversity, ethics, and use of self are included throughout clinical case discussion. Clinical issues specific to this population are discussed along with individual, family, and community interventions.

Prerequisite: PSYC 721 or SOWK 757C.

Cross-listing: COUN 550, PSYC 550.

SOWK 574. Practice V: Administration, Management, and Supervision. 3 Units.

Examines administrative, educational (clinical), and supportive supervisory functions combined with an ethical decision-making model. Emphasizes supervisory skills necessary for the development of staff capable of functioning creatively and independently. Discusses principles and techniques of staff development and explores a variety of approaches.

SOWK 578. Field Orientation. 0 Units.

Provides students with the policies and procedures for completing the program's practicum requirements. Begins the process of examining social work values and ethics as students are introduced to the NASW code of ethics and fundamental principles of professional behavior prior to beginning their field practicum.

SOWK 584. Special Topics in Social Work. 1-4 Units.

Lecture and discussion, under the direction of a faculty member, on a current topic in social work. May be repeated for a maximum of 4 units applicable to degree program.

SOWK 585. Legal and Ethical Aspects in Health and Behavioral Health Services. 3 Units.

Focuses on legal mandates or concerns that interact with and affect the practice of social work. Includes: sources of legal authority, the judicial system, and legal standards applicable to particular proceedings; legal implications of the social worker/client relationship; consent to treatment; and confidentiality.

SOWK 595. Practice Development. 1 Units.

Tutorial coursework aimed at ameliorating difficulties associated with meeting the professional performance competencies of the M.S.W. degree program (see M.S.W. Student Handbook). Students enrolled in the course as a result of a corrective action plan developed with the Department of Social Work's Academic Standards Committee.

SOWK 599. Directed Study. 1-4 Units.

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Limited to matriculating master's degree students in social work who wish to pursue independent investigations in social work practice or policy under the direction of a department faculty member.

SOWK 613. DSM: Diagnosis, Diversity, and Differences. 4 Units.

Provides hands-on experience using the DSM-5-TR, including the presentation of mental health conditions, conducting differential diagnosis, and administering the Mental Status Examination (MSE) from a person-in-the-environment perspective. Emphasizes an understanding of diversity and human differences. SOWK 757C.

SOWK 617. Social Justice and Global Practice. 3 Units.

Emphasizes global practice strategies to evoke positive change along with methods to address social, economic, environmental, and human rights injustices that compromise the ecological well-being of individuals, families, groups, organizations, and communities.
Prerequisite: SOWK 757A, SOWK 757B, SOWK 757C.

SOWK 620. Psychopharmacology in Clinical Practice. 2 Units.

Examines common psychopharmacology medications used in the treatment of mental disorders in the DSM-5-TR. Basic medication classifications, notable side-effects and potential pharmacodynamic interactions will be addressed. Specific attention will also be given to how social workers can integrate this knowledge into current evidence-based clinical interventions within various practice settings.

SOWK 647. Integrated Behavioral Health Practice. 3 Units.

Focuses on the wholistic (bio-psychosocial-spiritual) approach to integrating behavioral health within primary care settings. Emphasizes the fundamental interrelationship between health and behavioral health, including the physical and emotional impact of discrimination, economic and social oppression, and trauma and violence on health and disease across the life span.

SOWK 648. Co-occurring Processes and Interventions. 3 Units.

Addresses assessment, diagnosis, and treatment of individuals experiencing mental, emotional, and behavioral disturbances with co-occurring chemical dependency. Presents behavioral health treatment strategies and substance abuse counseling techniques from within a biopsychosocial-spiritual paradigm.
Prerequisite: SOWK 757A, SOWK 757B, SOWK 757C.

SOWK 651. Medical Social Work. 2 Units.

Orients students to medical social work in hospitals and other health care environments. Gives attention to the ecological practice perspective, biopsychosocial-spiritual assessment, brief interventions, and the roles and responsibilities of membership in an interdisciplinary health-care team, including the requirements of follow-up care and engagement in the development of community health-care systems as an aspect of accountable health-care environments.

SOWK 653. Child Welfare Practice. 2 Units.

Connects children and families in relationship to environmental stability. Focuses on associations among the physical and mental health of children, families, and environmental permanency. Emphasizes development of parental and social support capacities, and requisite knowledge and skills to help children deal with identity issues and concerns of joining a new family. Addresses impacts of race, ethnicity, gender, economic deprivation, physical illness, and disability.

SOWK 658. Children's Psychotherapy. 2 Units.

Considers treatment techniques appropriate for young children with a wide range of diagnoses and behavior problems. Emphasizes the integration of theory and practice of psychotherapy with the ecological perspective of social work practice. Discusses diagnosis, phases of treatment, and special communication issues. Research, ethical, and value issues addressed.

SOWK 659. Recovery in Behavioral Health. 2 Units.

Provides students with an understanding of philosophies, theories, models, and techniques used in psychosocial rehabilitation for individuals with severe mental illness. Emphasizes understanding the recovery paradigm and the process of reclaiming the individual's social interactions and life. Focuses on concepts/techniques for establishing and maintaining therapeutic alliances with the family and strengthening family's coping and participation in treatment.

SOWK 661. Psychodynamic Therapies. 4 Units.

Basis for understanding theoretical aspects of psychodynamic therapy, concepts and techniques of various types of psychodynamic interventions (e.g., interpersonal therapy and short-term dynamic therapy), and empirical data regarding efficacy of treatment orientation. Engagement in practice simulations, observing, and/or demonstration of psychodynamic therapy techniques required.

Prerequisite: SOWK 757C.

SOWK 662. Behavioral and Cognitive Therapies. 4,5 Units.

Provides understanding and practice of cognitive-behavioral therapies (CBT). Reviews CBT theories and interventions, including a range of cognitive-behavioral strategies such as systematic desensitization, cognitive restructuring, and contingency management. Emphasizes progressive models, including ACT and DBT. Requires engagement in practice simulations, observation, and/or demonstration of CBT techniques. Five units required for students enrolled prior to 2021-2022 catalog.

Prerequisite: SOWK 757C.

SOWK 663. Crisis and Trauma Interventions. 3 Units.

Examines the nature, characteristics, and neurobiology of crisis and trauma in addition to long-term effects on psychosocial functioning. Presents crisis theories and interventions for children and adults exposed to trauma with emphasis on suicidology, school violence, domestic violence, and child, dependent adult, and elder abuse. Includes ethical, legal, and cultural factors of crisis intervention along with strategies for responding to individuals, families, and communities.

Prerequisite: SOWK 757B.

SOWK 673. Program Planning and Implementation. 5 Units.

Orients students to the range of issues, knowledge, and skills required in designing, planning, implementing, monitoring, and evaluating programs. Students build on knowledge obtained in other concentration courses. Integrates the course focus through the development of a comprehensive program proposal for the students' practicum agency or other identified community group.

Prerequisite: Qualifying Review or permission of the Academic Standards Committee.

SOWK 675. Supervision. 3 Units.

Examines administrative, educational (clinical), and supportive supervisory functions combined with an ethical decision-making model. Emphasizes supervisory skills necessary for the development of staff capable of functioning creatively and independently. Discusses principles and techniques of staff development and explores a variety of approaches.

Prerequisite: SOWK 757A, SOWK 757B, SOWK 757C.

SOWK 678. Advanced Standing Practice and Consultation. 4 Units.

Provides a bridge quarter to integrate the B.S.W. degree experience with the second year of the M.S.W. degree program. Reviews generalist social work practice and defines additional competencies required for advanced practice. Addresses individualized needs for further development, including application of professional ethics and judgment, use of self as a therapeutic tool, and self-awareness. Student completes 200 practicum hours concurrent with 20 hours of direct practice consultation.

SOWK 679. Advanced Professional Projects. 2 Units.

Preparation for lifelong learning through continuing professional development and targeted collegial networking as essential aspects of transitioning into roles as professional social workers. Includes planning and commitment to recognizing, assessing, and formulating intentional plans for continuing professional knowledge and skill development, professional networking and mentoring, and licensure and certifications.

SOWK 680. Children and Families Policies and Services. 2 Units.

Provides students with an understanding of the major social-policy issues affecting the current organization and delivery of human services for children and families. Analyzes current debates about the tensions between social policy and the doctrine of family privacy, with attention to the legal basis of state interventions and judicial decisions affecting family relationships, including parent to parent and child to parent.

SOWK 681. Behavioral Health Policies and Systems. 2 Units.

Addresses federal, state, and county policies and systems that affect the delivery of public and contracted behavioral health services. Addresses how differences between political perspectives, treatment philosophies, and consumer preferences can result in conflicting views that influence service options and choices. Promotes the clinical benefits of advocating for, developing, and delivering culturally relevant, recovery-oriented therapeutic partnerships.

Prerequisite: SOWK 757A, SOWK 757B, SOWK 757C.

SOWK 684. Advanced Policy Projects. 2 Units.

Enhances understanding of the interconnections between politics, policy making, and policy analysis through first-hand participation in a political action campaign. Choices for projects may focus on local initiatives or those coordinated annually through the California chapter of NASW.

SOWK 695. Advanced Research. 6 Units.

Supports students in advancing their research knowledge through examination and application of a broad spectrum of quantitative and qualitative research methods—including rapid assessment, single-subject design, quality assurance, and program evaluation. Didactic and laboratory experiences draw on students' advanced practice and develops their capacity to differentiate and apply the most appropriate and widely used research designs and methods used in practice settings.

SOWK 695A. Advanced Research Methods. 2 Units.

First in a three-course sequence addressing quantitative and qualitative research methods used in professional practice settings. Addresses research designs and methods of practice evaluation and renewal with attention to federal and state requirements for assessing intervention effectiveness. Emphasizes self-evaluation and evaluation of practice effectiveness with individuals and families.

SOWK 695B. Advanced Research Methods. 2 Units.

Second in a three-course sequence addressing quantitative and qualitative research methods used in professional practice settings. Addresses research designs and methods of practice evaluation and renewal with attention to federal and state requirements for assessing intervention effectiveness. Emphasizes practice evaluation groups as well as design and implementation of quality assurance studies for monitoring work with specific populations.

SOWK 695C. Advanced Research Methods. 2 Units.

Third in a three-course sequence addressing quantitative and qualitative research methods used in professional practice settings. Addresses research designs and methods of practice evaluation and renewal with attention to federal and state requirements for assessing intervention effectiveness. Emphasizes evaluation at program, organizational, and community levels.

SOWK 697. Applied Research. 2 Units.

Supports students choosing to complete the thesis option. Provides research matriculation in the collection and analysis of data for the thesis. Students required to register for two quarters, or a total of 4 units.

Prerequisite: SOWK 548.

SOWK 698. Thesis. 2 Units.

The culminating work of the student's independent research, under the direction of the research advisor. Registration during the quarter in which student defends research and submits the final document to the department and School of Behavioral Health.

SOWK 704. Older Adult Interventions and Services. 1 Unit.

Provides subject content in the laws related to older adult interventions and services, as required by the state of California for licensure as a licensed clinical social worker (LCSW). Does not count toward the M.S.W. degree or the Case Management Program certificate.

SOWK 757A. Generalist Practice Consultation. 3 Units.

Provides experiential learning opportunities in generalist social work practice through a practicum arranged by the program's director of field education. Requires 160 practicum hours concurrent with 20 hours of direct practice consultation.

Prerequisite or concurrent: [SOWK 578](#). Prerequisite or concurrent: [SOWK 578](#).

SOWK 757B. Generalist Practice Consultation. 3 Units.

Provides experiential learning opportunities in generalist social work practice through a practicum arranged by the program's director of field education. Requires 160 practicum hours concurrent with 20 hours of direct practice consultation.

Prerequisite: [SOWK 578](#).

SOWK 757C. Generalist Practice Consultation. 3 Units.

Provides experiential learning opportunities in generalist social work practice through a practicum arranged by the program's director of field education. Requires 160 practicum hours concurrent with 20 hours of direct practice consultation.

Prerequisite: [SOWK 578](#).

SOWK 787A. Clinical Practice Consultation. 4 Units.

Provides experiential learning opportunities in clinical social work practice through practicums arranged by the program's director of field education. Requires 200 practicum hours concurrent with 20 hours of clinical practice consultation.

Prerequisite or concurrent: [SOWK 678](#) or [SOWK 757C](#).

SOWK 787B. Clinical Practice Consultation. 4 Units.

Provides experiential learning opportunities in clinical social work practice through practicums arranged by the program's director of field education. Requires 200 practicum hours concurrent with 20 hours of clinical practice consultation.

Prerequisite: [SOWK 678](#) or [SOWK 757C](#).

SOWK 787C. Clinical Practice Consultation. 4 Units.

Provides experiential learning opportunities in clinical social work practice through practicums arranged by the program's director of field education. Requires 200 practicum hours concurrent with 20 hours of clinical practice consultation.

Prerequisite: [SOWK 678](#) or [SOWK 757C](#).

CRMJ 519. Expert Testimony: Procedure and Practice. 2 Units.

Students will be familiarized with judicial procedure and given an opportunity to practice testifying as expert witnesses in a simulated trial setting.

GERO 515. Diversity and Aging. 3 Units.

Assists students in understanding the complexity of variables related to the aging process. Examines ethnicity, gender, social class, and culture within the context of the physical, mental, social, political, and financial effects of aging.

GERO 654. Therapeutic Interventions with Older Adults. 3 Units.

Integrates theories and practice skills needed for effective interventions with older adults and their families. Considers the significance of the individual's bio-psychosocial-spiritual history within an environmental context while also recognizing the specific needs of older adults. Assessment and evidence-based clinical intervention methods that bridge health and mental health services are also examined along with service delivery and case-management systems.

MFAM 644. Child Abuse and Family Violence. 3 Units.

Definition and incidence of physical and emotional abuse, neglect, sexual molestation, dynamics of family violence; offender and non-offender characteristics. Treatment of children, adolescents, the family and adults abused as children. Treatment modalities, including individual, group, and family therapy. Ethical and legal issues, community resources, multidisciplinary approach to child abuse, assessment, interview techniques, and confidentiality. Examines how cultural, SES, poverty and/or social stress impacts a family's mental health and recovery.

BHCJ 550. Fundamentals of Dialectical Behavior Therapy. 2 Units.

Examines the theory, empirical foundations, and applications of dialectical behavior therapy (DBT), an evidenced-based psychosocial treatment initially developed for suicidal individuals with borderline personality disorder (BPD). Familiarizes students with the techniques of DBT, as well as the latest research on and adaptations for use of DBT with other populations.

CRMJ 519. Expert Testimony: Procedure and Practice. 2 Units.

Familiarizes students with judicial procedure and provides opportunity in a simulated trial setting for them to practice testifying as expert witnesses.

MFAM 665. Structural Family Therapy. 2 Units.

Enhances observational, conceptual, planning, and intervention skills. Students will increase their ability to recognize verbal and nonverbal communication and will broaden their understanding of structural family therapy.

APPENDIX C: MSW ADVISEMENT GUIDES

Advisement Guides Master of Social Work Program 2025-2026

MSW 1 Year Advanced Standing Curriculum

MSW 2 Year Main Campus Curriculum

MSW 3 Online Curriculum

Other Options

Selective Courses

**The guides are to be used for advisement purposes only and are subject to change.
All students are required to meet with their academic advisor to plan their course of study.**

For variations or questions about these schedules, and schedules including any degree combined with the MSW, please consult with an academic advisor within the Department.

See website or links below for curriculum guides:

<https://behavioralhealth.llu.edu/academics/social-work-and-social-ecology/social-work-msw-online-or-campus>

APPENDIX D: GRADUATION FORMS DEADLINES

SPRING AND SUMMER PROGRAM COMPLETION

- Form A Deadline: November 1
 Please be advised: Dual degree students must complete a Form A for each degree.
- Grad Petition Deadline: November 1
- Form D Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*
 Please be advised: Dual degree students must complete a Form D for each degree.
- Form DCCS Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*

AUTUMN PROGRAM COMPLETION

- Form A Deadline: April 1
 Please be advised: Dual degree students must complete a Form A for each degree.
- Grad Petition Deadline: April 1
- Form D Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*
 Please be advised: Dual degree students must complete a Form D for each degree.
- Form DCCS Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*

WINTER PROGRAM COMPLETION

- Form A Deadline: August 1
 Please be advised: Dual degree students must complete a Form A for each degree.
- Grad Petition Deadline: August 1
- Form D Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*
 Please be advised: Dual degree students must complete a Form D for each degree.
- Form DCCS Deadline: *This form is due the Friday before finals, prior to your anticipated graduation quarter.*